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This report, the fifth in a series of ten, was prepared by the Steering Committee, the Study of Education at Stanford. The series, based on the concept that education should be a continuous process of discovery throughout life, sets forth recommendations for strengthening the academic enterprise at Stanford University. This booklet presents the report of the Topic Committee on Advising and Counseling, which is based on its position paper entitled "Advising: The Humanity of the University." The committee recommends an administrative focus on advising as a crucial academic function, evaluation of individual and departmental counseling, and increased emphasis on the training and development of responsibility in future advisors. Problems with Stanford University's professional counseling appear to stem from indifferent attitudes of students, faculty, and administrators. In the hope that the kinds of attitudes that are vital to good counseling may be brought about, the committee proposes structural changes that would clarify --for both students and advisors-- the university's means for providing vocational and psychological counseling. The committee's recommendation on freshman advising was substituted for one by the Steering Committee. Copies of this report may be requested in writing from: Study of Education at Stanford, Room 107, Building 10A, Stanford University, Stanford, California 94305. [Not available in hard copy due to marginal legibility of original document] (WM)

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The Study of Education at Stanford

Report to the University

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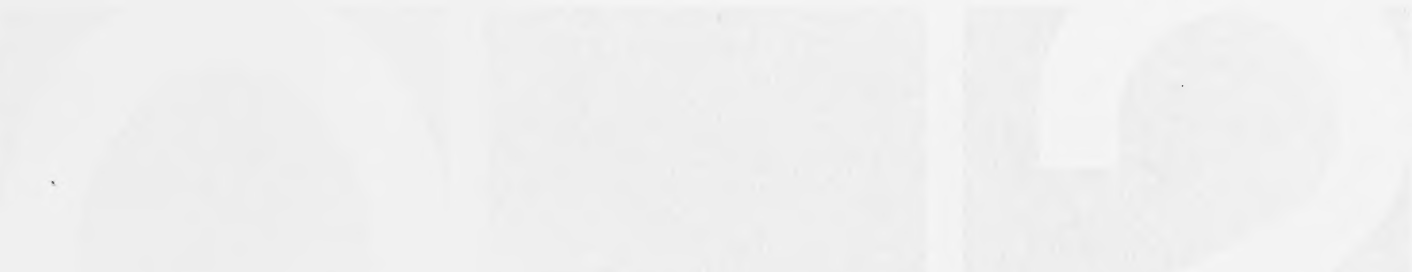

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Preface

This is one of a series of reports, which we submit to the University community for its consideration. The first of our reports, *The Study and Its Purposes,* stated the general premises on which our recommendations turn. The remainder of this series, in the approximate order of issuance, includes the following:

II. *Undergraduate Education*
III. *University Residences and Campus Life*
IV. *Undergraduate Admissions and Financial Aid*
V. *Advising and Counseling*
VI. *The Extra-Curriculum*
VII. *Graduate Education*
VIII. *Teaching, Research, and the Faculty*
IX. *Study Abroad*
X. *Government of the University*

Comments on these reports, and requests for copies, should be addressed in writing to Study of Education at Stanford, Room 107, Building 10A, Stanford University, Stanford, California 94305.

January 1969

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The Study of Education at Stanford

Steering Committee
The Study of Education at Stanford

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Advising & Counseling

Report
of the
Steering Committee

Since the Committee on Advising and Counseling published its first position paper in April 1968, events at Stanford and at other major universities and colleges have made the burden of that paper, "Advising: The Humanity of the University," increasingly poignant and at the same time even more dramatically challenging. Confrontation and division, escalating demands and recriminations, threats of repression and release of violence–with all these, the university's ability to be a humane place and a place where people can learn to be more humane has seemed less and less certain; but the specific recommendations the topic committee subsequently made, which we discuss briefly and present here, offer us a crucial tool and major hope for strengthening Stanford as such a place–a genuine community of humane learning.

At the same time, we have made proposals in our preceding reports to the University that would both increase the need for good advising and go far toward providing a much-needed substantive base for that advising: as requirements become more flexible and there is greater freedom and incentive to develop individualized educational programs, it will no longer be possible for the General Studies "green sheet" to be the adviser nor necessary that advising be the distasteful formality of mere "cardsigning." The Freshman Tutorials and increased opportunities for individual study and honors work will provide new ways to develop, through shared intellectual purpose, relationships between faculty and students that can be the best possible basis for good academic advising and personal counseling.

But, as the topic committee has clearly seen, most of the problems with the present situation have to do with *attitudes*, and attitudes are not changed *merely* by changing structures–though that is the form of change most amenable to committee recommendations. Much might be achieved if all members of the University community were to carefully read the topic committee's essay "The Humanity of the University" (Appendix 1), meditate a bit, and repent. However, the committee, chaired by a Biblical scholar, apparently realized that was unlikely. Rather, it has proposed a number of changes in administrative and procedural forms, with the confidence, which the Steering Committee shares, that such forms would better serve, both symbolically and substantively, to emphasize the University's commitment to good advising and counseling, to clarify problems and simplify ways to deal with them, and thus perhaps to provide means to change attitudes.

The most destructive attitude, presently shared by many faculty, administrators, and students, is that advising is essentially an extra-curricular activity. We make proposals for administrative focus on advising as a crucial academic function through establishment of an Advising Office, directed by an Associate Dean of Undergraduate Studies who is responsible to the Dean and an Academic Senate Committee on Advising; we recommend means for focusing on evaluation, both of individual advising at times of appointment and promotion and of department programs to be described in a new kind of catalogue; and we suggest increased emphasis on training and developing a sense of responsibility in future advisers. But, of course, this attitude is best combatted by making advising truly curricular–something that takes place in the context of a personal relation based on genuine sharing of the educational enterprise.

We are in complete agreement with the topic committee about this goal, but we believe the Freshman Tutorial Program (proposed in Report II) provides a much better context than the residences for such substantive sharing; we therefore recommend a different means to reach that goal, i.e., that the freshman's tutorial instructor be his adviser[1] until he chooses a University Adviser as his guide and "educational advocate" in planning and carrying out an undergraduate program. (If it can be arranged that members of the same Freshman Tutorial can also be in the same living group—and that their instructor can be a faculty resident or associate there—so much the better.) At the same time, simplification of formal requirements and provision of effective information sources (see the proposals on an Information Office and revised information publications, pp. 41–43 below) can reduce the tendency to make academic advising mechanical and perfunctory. Both adviser and advisee will be more challenged and more able to make advising integral to the total educational purpose, which will make the advising experience more enjoyable and more valuable for both.

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[1] ***If*** **the Freshman Tutorial Program is implemented by the University, five of the seven present members of the topic committee would support this alternative.**

Another major problem—both of attitude and ability—is the failure of advisers and students to make full and proper use of the University's professional counseling services. We propose major changes in structure that will clarify and focus, both for students seeking help on their own and for advisers responsible to make proper referrals, Stanford's professional means for providing vocational and psychological counseling. These proposals require reorganizing the present Placement Service, Counseling and Testing Center, Psychiatric Service of Cowell Health Center, and Institutional Research into three functional units: Career Guidance (all stages of vocational information, counseling, and placement); Psychological Services (bringing together, probably in the Student Services Building, psychologists, psychiatrists, and psychiatric social workers); and Academic Research (institutional, educational, and social-psychological research made directly available to those planning and enabling Stanford's educational innovations). Of course, to encourage effective use of these resources, the directors and staffs must establish clear and forceful images in the community through their own effective work and through aggressive programs for communicating to advisers and students what is available and how to use it.

We firmly believe that the following proposals can help bring the crucial changes in attitude that good advising and counseling depend upon. They assuredly will if they can make absolutely clear (through both structure and statement) Stanford's commitment to the humanizing values of good advising and if they can provide ways for all of us in the University community to clearly remind each other of that commitment and to evaluate and improve the ways we are trying to meet it. We present here the topic committee's principal recommendations, except for Recommendation 3, which is the Steering Committee's substitution on freshman advising. More detailed development of the recommendations and commentary that is essential to fully understanding their context and rationale follow in the topic committee report. Included as a final appendix is a statement by John D. Black, director of the Counseling and Testing Service, concerning organization of student psychological services.

In transmitting its report, we would like to express our appreciation for the diligent and fruitful work of the topic committee on Advising and Counseling. Its membership was:

Edwin M. Good, *Chairman* Associate Professor of Religion and Hebrew
Raymond F. Bachetti, Assistant Provost
Judith A. Francis, Undergraduate student in Anthropology
John W. Meyer, Assistant Professor of Sociology
Anne Osborn, Graduate student in Medicine
Michael Roster, Graduate student in Law
Donald L. Stilwell, Associate Professor of Anatomy
John K. Vennard, Professor of Fluid Mechanics
Eugene England, Staff member, graduate student in English

Summary of Recommendations

1. Responsibility for all advising of undergraduates related to academic matters should be assumed by a Dean of Undergraduate Studies. Responsibility for the academic advising of graduate students should rest with the Dean of the Graduate Division. Under the Undergraduate Dean's supervision, perhaps directed by an Associate Dean for Advising Services, should be an Advising Office. This office should be a record-keeping and coordinating office for undergraduate advising and would have the functions of recruiting faculty members to serve as freshman advisers and of knowing at any time a) who any undergraduate's adviser is and b) who any faculty member's advisees are. (pp. 15–16)

2. A Committee on Advising should be established by and report to the Academic Senate. The Undergraduate Dean, the Graduate Dean, the Associate Undergraduate Deans for Advising Services and Residences (or, instead of the latter, the Dean of Students), and the Registrar should be *ex officio* members of the committee, which should include student members both undergraduate and graduate. The Committee on Advising should recommend advising policy to the Academic Senate, should supervise the responsibilities of the deans for advising, and should be concerned with all the agencies of advising and counseling. (pp. 16–17)

3. All freshmen enrolled in Freshmen Tutorials should have as advisers their freshman tutorial instructors. Those not able or desiring to take the tutorial should be assigned as at present. (Perhaps it would be particularly appropriate to use the administrators who wish to serve as advisers during this initial period when a student would benefit from their broad knowledge of the

University.) *Note: This is a recommendation of the Steering Committee replacing the topic committee recommendations for freshmen on pages 20–22.*

4. By the beginning of his sophomore year, but permissibly at any time, the student should choose a faculty or staff member as his University Adviser. This person must agree to be the student's adviser, and he may be the same adviser the student had as a freshman or someone else. Changing University Advisers may be done by the student at any time with the agreement of the new University Adviser.

When the student declares his major, the department may assign him to a Departmental Adviser, if it requires majors to have Departmental Advisers. The student may, if he wishes, declare his Departmental Adviser to be his University Adviser. If the department does not require a Departmental Adviser, the University Adviser will serve as the student's only official adviser. (pp. 18–19, 25–28)

5. The Advising Office should establish a slate of faculty members, representing the spectrum of academic areas so far as possible, willing to take advising responsibility for transfer students. Students should be assigned to an adviser relatively close to their areas of interest before arrival on campus. Sophomore transfers without a clear idea of a major should retain the initial adviser until they are ready to declare a major. This adviser should function much as freshman advisers do and be compensated like them. (pp. 23–24)

6. Each graduate student should be assigned by the department to his adviser. In some departments, groups of faculty members sharing an area of specialization might cooperate in advising graduate students. Where possible, the student's intended specialty should be a factor in the assignment of an adviser. The student should be able to ask for a particular adviser and ordinarily be assigned to him. (pp. 29–30)

7. The following basic policy is recommended to the Academic Senate: Advising is a central function of the faculty, comparable in educational significance to teaching and research and considered along with them in decisions regarding appointment and promotion.

Faculty members in their first year of teaching at Stanford should be discouraged from assuming advising duties. Responsible administrative officers should meet individually with new faculty members during their first year at Stanford in order to make clear to them in detail the role of the adviser and the range of student services available.

Administrative and staff officers of the University who are in close contact

with the academic programs of the University should be encouraged to assume formal advising responsibilities.

University procedures for faculty appointment and promotion should be revised to take into account the candidate's performance as an adviser. (pp. 32–36)

8. Faculty members who serve as freshman advisers should be assigned no more than 15 freshmen. University Advisers should have a maximum of 20 advisees in that category. The total number of undergraduates for whom a given faculty member is adviser should never exceed 30.

Freshman advisers should be paid up to $500 per year above their regular salary. Faculty members who serve as a University Adviser to 15 or more students in any year should be provided with extra research assistance by the University. (pp. 33–34)

9. An experiment should be conducted in which three different approaches are used in departments where they seem appropriate:

a. Two or three departments should appoint a panel of student advisers from among their majors, to hold stated weekly office hours and preregistration office hours. The appointment and hours should be well publicized by the department.

b. Two or three departments should invite their undergraduate majors to select a panel of student advisers for the department, to operate as with the first group.

c. Two or three departments should select and publicize the appointment of the two or three undergraduate tutors whose function would be to give tutoring help to any undergraduate in departmental courses who seeks it out or who is referred by a professor in the department. (pp. 37–38)

10. The budget of the *Course Review*, whatever its source of funds, should be adequate to maintain its quality, and no control from any sources should be placed upon the expression of evaluative opinion, save moral pressure from all members of the University for accuracy, reasoned fairness, and educational concern. (pp. 39–40)

11. Under the supervision of the Academic Senate, a *Faculty Handbook* should be compiled, published, and kept yearly up to date. The *Faculty Handbook* should present in sufficient detail all University policies and services pertaining to faculty members, such as the administrative organization of the University, rules of faculty tenure, personnel benefits, the organization

of the faculty, academic regulations, and such matters regarding students as are of concern to faculty members.

Under the supervision of the Academic Senate, a *Handbook to Stanford* should be compiled, published, and kept yearly up to date. The *Handbook to Stanford* should contain basic information about Stanford's life for both students and staff in a more substantial format than the present *Information Bulletin*. It should include detailed information on such matters as student fees and expenses, residences, relatively permanent student and University-wide organizations and activities, services available to the community and the ways to make use of them.

Advising, Courses, and Degrees is the suggested new title for the publication heretofore called *Courses and Degrees*. It should be compiled, published, and kept yearly up to date under the supervision of the Academic Senate. The title implies a proposal for major reconstruction. It is recommended that the publication include not only University, school, and departmental requirements for degrees, and lists and descriptions of courses, but also brief descriptions of the advising systems, including those of each department. (pp. 41–43)

12. The Office of the Dean of Students should maintain at least one and preferably two counselors, whose principal function would be referral. They would be available when students are uncertain whom to ask about a problem, or when they merely wander in looking for someone to talk to. Although these counselors might have other duties assigned in the Dean's Office, their counseling duties should take first priority. (p. 44)

13. Inasmuch as the principal function of residence personnel with students is that of counseling and advising, they should be chosen by and report to the Dean of Undergraduate Studies, perhaps through an Associate Dean for Residences. Residence directors who are not members of the faculty should be chosen on criteria of leadership, intellectual vigor, and awareness of the University's academic focus. They should not be expected to be mere housekeepers, "house mothers," or resident police officers. (pp. 45–46)

14. The Committee recommends creation of a Career Guidance Center (the exact name should be chosen by a suitable group) through expansion of the present Placement Service. The director of the center should report to the Dean of Undergraduate Studies, perhaps through an Associate Dean for Advising Services. In addition to current activities of the Placement Service, the Career Guidance Center should undertake to establish and maintain:

a. Committees of career advisers drawn from the faculty, staff, alumni, and friends of the University who can advise on specific vocations, professions, and careers to which undergraduates aspire.

b. An annual series of formal and informal educational programs on career questions.

c. Opportunities for on-the-job and other direct experiences in career areas.

The staff of the center should be augmented by trained clinical psychologists to provide generalized counseling of students whose career objectives remain uncertain and testing where it is instrumental to the counseling relationships. (pp. 46–50)

15. The Committee recommends creation, as a sub-unit of the Cowell Student Health Center, of a Psychological Services unit, which would combine psychiatric and clinical psychological competence to cope with mental disorders and psychological difficulties through diagnosis and therapy or referral. The present psychiatric staff of the Health Center should be expanded by additional clinical psychologists. (pp. 47, 49)

16. The Committee recommends formation of an Academic Research unit, with staff competent in educational and social-psychological research. Such a unit should report to the Vice-Provost for Academic Planning and the Academic Senate. (pp. 47, 49)

Advising & Counseling

Report
of the
Topic Committee

Introduction

The Committee on Advising and Counseling is pleased to present herewith its report to the Steering Committee of the Study of Education at Stanford.

The Committee, in considering the wide and varied aspects of the subject given to it for study, is agreed that a single word would fairly accurately sum up the situation of advising and counseling at Stanford and the principal problems to which we addressed ourselves. That word is "indifferent." The faculty are, on the whole, indifferent to advising; the advising they give is generally indifferent in quality; students are indifferent to it. The same could be said for the impact of counseling and its agencies. The faculty, then, while alleging the importance of advising, does not take much responsibility for doing it. There is a notable lack of coherence both in the system as a whole and among various aspects of it. As a result of this indifference, students progress haphazardly in many ways. Their personal problems and difficulties of adjustment receive infrequent and uncertain treatment, and their choices of courses, majors, and even careers are often made unreflectively and without competent advice.

The Committee believes that changes of attitude are the key to the solution or amelioration of these problems. That contention may not appear to be embodied in the report that follows, as the report has mainly to do with organizational matters, with a proposed advising and counseling system and how it would hopefully work, and with some policy proposals. The Committee realizes that reports do not change attitudes, but that people change attitudes. The most reports can do—and this one attempts to do it—is to propose symbolic actions that may draw attention to problems and imply possible changes of attitude. We propose, for example, that advising be one of the responsibilities of a Dean of Undergraduate Studies. In itself, such a move will likely not change any faculty member's or student's attitude toward advising. But it will symbolize the University's position that advising is integral to education. We propose that advisers of freshmen be paid extra. A modest stipend will not make a professor instantly a better adviser than he was before, but the stipend will say to him that the University believes the advising of freshmen to be important. Symbolic actions may, therefore, change the context or meaning of an activity and hence may galvanize some changes of attitude.

The Committee published a position paper entitled, "Advising: The Humanity of the University," on April 8, 1968. Calculated as it was to cause discussion in the University at large, its timing was singularly unfortunate. Responses were few, though such as we got were illuminating. That position paper is an indispensable background to this report, containing some statements of underlying philosophy, which the report does not attempt to restate. The relations of the earlier paper to this report, then, are three in kind: 1) the basic thrust of the position paper is assumed in the report; 2) many of the recommendations of the report represent a more careful working out of suggestions or ideas in the paper; 3) in some respects the report shows that the Committee has modified its views on subjects dealt with in the position paper.

The report is in two parts. The first is the report proper, consisting of a series of recommendations for structures, policies, and activities stated propositionally, along with commentary showing the relation of given recommendations to the position paper, dilating upon reasonings behind various of the recommendations and explaining some few remaining disagreements or uncertainties within the Committee. Following the report are the appendices, including the earlier position paper in full and some sub-committee reports and other documents that support, explain, or justify various recommendations in the report.

The chairman wishes finally to record his own especial gratitude to the members of the Committee. They were diligent in attendance, unfailingly straightforward and courteous in argument, remarkably tenacious on any point under discussion, and firm but kindly in amending the chairman's prose. Moreover, had he needed any evidence of the desirability that students participate fully in University committees, the experience of this Committee would entirely have converted him. The chairman is sure that faculty and staff members of the committee will not object to his expressing to Miss Francis, Miss Osborn, and Mr. Roster particular thanks for unremitting labor and most uncommon wisdom.

I. The Administration of Advising & Counseling

A. Administrative Officers and Responsibilities: Responsibility for all advising of undergraduates related to academic matters should be assumed by a Dean of Undergraduate Studies. Responsibility for the academic advising of graduate students should rest with the Dean of the Graduate Division.

1. Since most graduate advising takes place in departments, the Graduate Dean's function is that of surveying the departments and schools with regard to their advising arrangements for graduate students (see below, VI). The Director of the Bechtel International Center, who reports to the Graduate Dean, is basically responsible for the advising of foreign students (see below, VII, A).

2. Under the Undergraduate Dean's supervision, perhaps directed by an Associate Dean for Advising Services, should be an Advising Office. This office should be a record-keeping and coordinating office for undergraduate advising and would have the functions of recruiting faculty members to serve as freshman advisers and of knowing at any time a) who any undergraduate's adviser is and b) who any faculty member's advisees are. In the Advising Office should be at least one and perhaps two counselors whose duties would include counseling students with academic deficiencies (now carried on in the Office of the Dean of Students) and aiding students to identify University Advisers (see below, II, A2, B2; V, A). Whenever any student wished to declare a University Adviser or change from a former to a new one, he would do so in and through the Advising Office. The Advising

Office should notify each faculty member each term of his complete list of advisees.

3. Through the Advising Office, the Undergraduate Dean or Associate Dean for Advising Services would keep a friendly eye on and lend assistance to University Advisers and would keep informed about and be free to offer aid to departments regarding their advising programs.

4. The Career Guidance Center (see below, XI, C1) would be under the supervision of the Undergraduate Dean or the Associate Dean for Advising Services.

5. All advising and counseling activity that takes place in residences, especially the program of freshman advising (see below, III), including the selection and supervision of personnel, should be under the aegis of the Undergraduate Dean, perhaps through an Associate Dean for Residences.

6. The advising administrators and Advising Office should maintain close liaison with counseling services under the direction of the Dean of Students (see below, XI, A), counseling in the Cowell Student Health Center (see below, XI, C2), the Bechtel International Center, and the Department of Athletics.

B. An Academic Senate Committee on Advising: A Committee on Advising should be established by and report to the Academic Senate. The Undergraduate Dean, the Graduate Dean, the Associate Undergraduate Deans for Advising Services and Residences (or, instead of the latter, the Dean of Students), and the Registrar should be *ex officio* members of the committee, which should include student members both undergraduate and graduate. The Committee on Advising should recommend advising policy to the Academic Senate, should supervise the responsibilities of the Deans for Advising, and should be concerned with the agencies of advising and counseling as described briefly above.

C. *Commentary*

Section A. In the position paper, this Committee was still uncertain which officer should have responsibility for advising. We would have preferred to propose a single person for the responsibility rather than two, but, feeling more strongly about the basically academic thrust of advising than about a single officer, we have settled on giving an Undergraduate Dean and the Graduate Dean responsibility in their respective spheres.

A matter still to some degree unresolved in the Committee's mind is the Associate Dean for Residences (5). He would take over some functions now in the Office of the Dean of Students, and this raises some questions about the functions of the Dean of Students. If, however, an Associate Dean for Residences did not take over supervisory functions over residences, the Committee wonders if he would have enough to do. It might be possible to add duties referred to in 5 to those of the Associate Dean for Advising Services.

Section B. The recommendation of an Academic Senate committee was not made in the position paper. The present committee on advising is constituted as a sub-committee of the Committee on General Studies and has jurisdiction also over individual student petitions. The latter function occupies much of the committee's time and energy. The recommendation is intended to give advising some status, to provide the committee with a mandate to consider advising policies and programs more broadly, and to imply that student petitions be handled otherwise.

II. An Advising System for Undergraduates

A. Basic Structure: The Committee recommends the following basic structure of the advising system:

1. Each entering freshman will be assigned to an adviser, as far as possible on the basis of the student's area of academic interest and in common with a group of students in the same Stanford residence. In some residences, if not all, a group of advisers working together will enhance the range of the student's contact with faculty members.

2. By the beginning of his sophomore year, but permissibly at any time, the student will choose a faculty or staff member as his University Adviser. This person must agree to be the student's adviser, and he may be the same adviser the student had as a freshman or someone else. Changing University Advisers may be done by the student at any time with the agreement of the new University Adviser.

3. When the student declares his major, the department may assign him to a Department Adviser, if it requires majors to have Departmental Advisers. The student may, if he wishes, declare his Departmental Adviser to be his University Adviser. If the department does not require a Departmental Adviser, the University Adviser will serve as the student's only official adviser.

B. *Commentary*. These general recommendations are expanded in succeeding sections of this report. The following additional comments may be made.

Section 1. The assignment of freshmen to advisers is not intended to confine the student to a single faculty adviser for the year. In houses with several assigned advisers, it is hoped that fluidity of consultation is possible. Moreover, the student may at any time request reassignment or may choose a University Adviser. It is to be expected that the Advising Office will attempt to persuade the best advisers to work with freshmen.

Section 2. The University Adviser is the student's principal faculty adviser. His prime concern with the student, and the student's with him, is the identification of the student's aims and plans, his interests and abilities, and the planning of a coherent education that builds upon the student's interest and allows him perspective on and awareness of both his limitations and his strengths. The adviser does not plan for the student but helps the student to plan for himself.

Section 3. Although departments may require all majors to have Departmental Advisers, they may not require the student to designate his Departmental Adviser as his University Adviser. The Departmental Adviser's concern with the student, and the student's with him, is the best fulfillment of the major program by that individual student. If a student names his Departmental Adviser as his University Adviser, of course, the same person fulfills both functions. It is to be expected that many, if not most, students will wish that arrangement.

III. The Advising of Freshmen

A. Purpose: The purpose of freshman advising is to aid in the orientation of entering students to the University, especially by the giving of accurate information on all phases of University life, by helping the individual student to find the central foci of his intellectual interests, and by assisting him to search for an educational framework in which his interests and abilities may find coherence and direction. In and out of the classroom, every freshman should come into fairly close contact with faculty members.

B. Advising in Freshman Residences: Initial advising of freshmen should be related to residence programs. (For the administration of residence advising and counseling, see above, I, A5.) This relation must be more than simply assigning a group of freshmen in a house to the same adviser. There are undoubtedly many ways to structure advising programs, varying as the house is all freshmen or integrated, all men or women, or coed.

1. The Undergraduate Dean or Associate Dean will designate for each advising unit a Master Adviser, ordinarily a faculty member, who will be responsible for conceiving and coordinating the structure of advising in his advising unit. The Master Adviser will be assisted by residence personnel and a group of house advisers chosen by him. (See below, VIII, C, for compensation and loads of master and freshman advisers.) Resident assistants, tutors, and sponsors, with house officers, can and should give very great aid in advising, and they should be chosen primarily on promise of intellectual vigor and personal concern for education. (On counseling in residences, see below, XI, B, and Appendix 6.)

2. Master Advisers, residence directors, and house advisers should be encouraged to experiment with team advising, Undergraduate Special courses for members of the house, discussion groups, tutorials, and other ways of aiding students to probe areas of interest with their best intellectual depth. At the same time, advisers should have a care for the personal growth and achievement of advisees.

3. Although each student would normally be assigned to a specific adviser, some programs may wish to make each adviser accessible to any student wanting help. In any case, the adviser's function of discussing with the student his academic program for the year could be done by any member of the advising team.

4. The Master Advisers should sit together on a Council of Freshman Advising, responsible for suggesting and executing policy. The Council of Freshman Advising should maintain close working relationships with those responsible for residences in order to enable integration of advising programs into the total residence program. The Council, or persons designated by it, should participate in the selection of resident assistants, tutors, and sponsors.

C. Recruitment of Freshman Advisers: The enlistment of freshman advisers should be in the hands of the Advising Office. All members of the teaching faculty, except those in their first year at Stanford, and appropriate staff members should be invited to serve as freshman advisers. Departments should be discouraged from designating a limited number of their members as freshman advisers.

D. Assignment of Freshmen to Advisers: Assignment of entering freshmen to advisers should be done by the Master Adviser in each advising unit on criteria established by the Council of Freshman Advising. It is recommended that the Preliminary Indication of Primary Academic Interest Return Card be sent with the mid-June mailing from the Registrar's Office to entering freshmen, to be returned by August 1 in order to facilitate the assignment of advisers.

E. Pre-Registration Week: The Committee recommends that the freshman pre-registration week be organized by the student Pre-Registration Committee in conjunction with the Council of Freshman Advising.

F. Coordinator of Freshman Programs: The Dean of Students has established for 1968–69 a coordinator of freshman programs, who will have much to do with advising and counseling activities. The Committee recommends that such a position, whatever its ultimate administrative location, be retained.

G. *Commentary.* As will be seen in the recommendations on advising of upperclass students (V), after the freshman year–or during it, if the student wishes–the student chooses his own principal adviser. That possibility depends on access by freshman to a relatively broad range of faculty members, which the proposed freshman advising system attempts to aid. However, as the position paper indicated, such contact with faculty members also presumes a curriculum far more flexible in the freshman year than it now is, probably the crucial aspect of the entire proposal. The Committee has attempted to think through an advising system corresponding to the basic directions of the Steering Committee's paper on undergraduate education.

Section B1. The term "advising unit" needs to be defined. In some cases, the advising unit might be coterminous with a given residence. In other cases, freshmen in smaller numbers in two or more houses might be combined into an advising unit. The problem is to allow coordination and cooperation without giving inequities of advising loads. An average figure of 100 students per advising unit might turn out to be workable, and thus the Council of Freshman Advising would consist of 12 or 13 Master Advisers.

Note: An alternative to the above recommendations for freshmen has been formulated by the Steering Committee (see p. 7) to take advantage of their proposal for a Freshman Tutorial Program (Report II, *Undergraduate Education*). If the Freshman Tutorial Program is implemented for all freshmen, five members of the Committee (Mr. Roster and Mr. Vennard dissenting) would support the Steering Committee recommendation; otherwise, the Committee strongly urges adoption of its original proposal presented here.

IV. The Advising of Transfer Students

A. Priorities and Arrangements: The Committee recommends that transfer students receive relatively high priority in assignment to a campus residence (see also the report of the Committee on Residence Programs and Policies, SES Report III), assignment to a faculty adviser, evaluation of transfer credit, and the availability of financial aid. All of these problems should be handled before the student arrives.

1. The Advising Office should establish a slate of faculty members, representing the spectrum of academic areas so far as possible, willing to take advising responsibility for transfer students. Students should be assigned to an adviser relatively close to their areas of interest before arrival on campus.

2. Sophomore transfers without a clear idea of major should retain the initial adviser until they are ready to declare a major. This adviser should function much as freshman advisers do and be compensated like them (see below, VIII, C2).

3. Other transfer students should be assigned to an adviser in or near their areas of major interest, and this adviser should help the student to find a University Adviser as quickly as possible.

B. Transfer Credit Evaluation: In the interest of expediting the evaluation of transfer credits, the Committee recommends the undertaking of the codification of decisions in transfer credit evaluation in order that as much evaluation as possible may be done administratively on the basis of precedent.

C. Affiliation with Residences: Transfer males unable to be given on-campus housing should be encouraged to affiliate with houses. Residence directors and other personnel should have very much in mind the particular personal problems faced by transfer students. Such available counseling, coupled with improved faculty advising, ought to make the entry of transfer students into the University smoother than it is at present.

D. *Commentary.* The transfer student is in many ways the forgotten man at Stanford. His problems are frequently exacerbated by the fact that he often comes to the University from a college, thus jumping from one sort of environment to another, and by the fact that he usually comes to a large institution from a small one. Add to that the facts that transfer men have not usually been able to live on campus but have had to fend for themselves in some degree of isolation from the University, that transfers are on the whole discouraged, and that some red tape faces them in settling into their new institution, and we have some potentially serious problems. The Committee is glad to concur in the Residence Committee's recommendation that transfer students receive high priority for on-campus housing.

Section B. The Registrar's Office handles transfer credit evaluation carefully. Nevertheless, some decisions have been taken that are not codified for use as precedent. The project of codification would seem not terribly extensive and might turn up additional information useful to the Transfer Credit Evaluation Secretary.

V. The Advising of Upperclass Students

A. The University Adviser

1. By the beginning of his sophomore year, each student will designate a member of the faculty or staff as his University Adviser, with the approval of the adviser so designated.

2. At any time, with the approval of the new adviser and on notification to the Advising Office, the student may change his University Adviser.

3. No limitation whatever may be placed on the student as to the identity of his University Adviser, save that he must be on regular faculty appointment (including instructors and acting assistant professors, but not visiting faculty) or a member of the administrative staff.

4. Identification of a University Adviser is the student's responsibility, but the Advising Office will stand ready to help and counsel any student who has difficulty finding a University Adviser.

5. The basic concern of the University Adviser is stated above, II, B2. He will be notified promptly of any change in the student's status (e.g., probation, leave of absence), of any judicial charges pending against him or disciplinary penalties imposed upon him, of midterm academic deficiencies, and of declaration or change of major. He will receive the student's quarterly academic report and his cumulative grade sheet yearly. He will have

access, for his own information only, to the student's files in the Registrar's, Dean of Students', and Admissions Offices (but not to confidential files). He will sign any petition that the student submits to any committee or sub-committee having academic jurisdiction, and he may submit a supporting memorandum to any petition on his own initiative, on request of the student, or on request of the committee to which the petition is directed. He will sign the student's application for an overseas campus and shall take care to consult with the student on his return. He will sign the student's application for graduation. The University Adviser should be assumed by everyone in the University to be the one faculty or staff member who best knows the individual student.

6. Regular contacts between the student and his University Adviser are to be encouraged. Ordinarily the student should take the initiative in making these contacts, but advisers may take initiative for a variety of reasons. The University Adviser will receive the student's pre-registration materials and should take care to have discussion with the student at that time.

B. The Departmental Adviser

1. To declare a major, the student will inform whatever office is designated by the Registrar and the Advising Office. If his major department requires it, he will be assigned to a Departmental Adviser. The student should have the right to request a particular department member as his Departmental Adviser, but the department may for good reason not accede to the request. The student may, if he wishes, designate his Departmental Adviser as his University Adviser, but his department and Departmental Adviser may not require him to do so.

2. The basic concern of the Departmental Adviser is described above, II, B3. Departments may make such arrangements for surveillance of the student's progress in the major program as they wish (for suggestions concerning such arrangements, see below, VIII, B). It is especially important that departments aid their majors in planning career preparation and graduate study, and Departmental Advisers may be expected to give such aid. With the assistance of the Career Guidance Center (see below, XI, C1), wise and flexible planning can begin early in the student's career.

3. The right of a department to assign the student to a Departmental Adviser applies equally to a committee or administrative unit supervising individually designed or cross-departmental major programs. Likewise, the

right of the student taking such a program to designate his own University Adviser and to request a Departmental Adviser is not to be abridged.

C. Freedom to Consult: Nothing in these recommendations for regularizing relationships between a student and his adviser(s) is intended to limit any student's ability to ask any member of the faculty or staff for advice and consultation on any matter whatever.

D. *Commentary.* This section, particularly A, The University Adviser, is in some ways the heart of the entire report. The Committee conceives the University Adviser to be *the* adviser for the student, in the words of the position paper, "the student's academic advocate, the particular educator who agrees to concern himself with his advisee's best education." The concept of advocacy, stated in the position paper but not restated save by implication in the present report, is of critical importance in faculty attitudes toward advising. The adviser is not to be interested merely in obedience to regulations but is to pursue with the student the education that best serves and develops that student.

This adviser is to be chosen by the student. The Committee is aware of some objections to the scheme. Some students will encounter frustration in attempting to find an adviser, and popular professors will soon be swamped. For the latter reason the Committee proposes an upper limit on advisees per professor (VIII, C1). It is to be expected that at certain times of the year the Advising Office will be widely consulted by students looking for advisers. Moreover, one of the functions of the freshman adviser will be to prepare the student to find a University Adviser, and the freshman adviser himself may sometimes be the man. Section B1 also provides that the Departmental Adviser may be named University Adviser (see also II, B3). On the whole, though the Committee recognizes that some students will have troubles in the proposed arrangement, they seem to us less serious than the disadvantages in the current system of administrative assignment, which issues in a certain contempt for faculty advising.

The University Adviser is given access to information and some powers that are not now provided. Notification of changes in status is occasionally given, but no notice is given of judicial or disciplinary involvement. Access to files is possible but is often reluctantly allowed. The overseas campus application requires no one's acquiescence but the student's and his parents'. Some faculty interest and advice should accompany the contemplation of an overseas campus experience and reflection on it. At present, no faculty sponsor supports the student's application for graduation save independent departmental certification. Again, it seems to the Committee that the University

Adviser's signature on the application for graduation is a symbol of the concept of advocacy.

In this system, departmental advising becomes as important as the department wishes it to be. Some departments may have no required advising program at all. Some might only delegate someone to watch the records of majors to be sure that they are progressing through the major requirements.

VI. The Advising of Graduate Students

A. In Departments: Since graduate students are admitted to Stanford by their departments, the burden of advising them necessarily falls on the department.

1. Each graduate student should be assigned by the department to his adviser. In some departments, groups of faculty members sharing an area of specialization might cooperate in advising graduate students. Where possible, the student's intended specialty should be a factor in the assignment of an adviser. The student should be able to ask for a particular adviser and ordinarily be assigned to him.

2. The graduate adviser is responsible for aiding the student in planning and executing his degree program and in determining his eventual career. Departments should expect regular reports from advisers on the progress and quality of the student.

3. The department should make every effort, through the adviser or by other means, to inform graduate students about University policies affecting them and University services available to them. The Committee believes that there is under-utilization of such services as the Counseling and Testing Center, Placement Service, and psychiatric services of the Cowell Health Service by graduate students. It is clearly the responsibility of graduate advisers to rectify any such problems.

4. It is to be expected that departments and graduate schools will take an important part in placing those who earn graduate degrees. Cooperation with the Career Guidance Center (see below, XI, C1) should give substantial help in this respect.

B. Advising Responsibilities of the Graduate Dean: The Dean of the Graduate Division, having general supervision of graduate education, should be concerned with departmental advising of graduate students and should take such steps to keep it under surveillance as he deems both appropriate and effective.

C. *Commentary.* The Committee feels that the advising of graduate students is not badly done, on the whole, and that the advising load is kept within bounds by the departmental powers to admit graduate students. The position paper proposed some aspects of advising of graduate students that departments do not do well. The Graduate Dean should make suggestions to departments about such matters.

One aspect of graduate advising that the position paper handled and this report does not is the matter of training graduate students to be professors. The profession of teaching includes in our view the assumption of advising duties. Graduate education, at least for those who will enter the educational professions, ought to include either some course work in the scope and functions of the profession or some experience in supervised teaching and advising or both. The Committee urges the Steering Committee to propose some such scheme in its recommendations regarding graduate education.

VII. Special Groups

A. Foreign Students: Bechtel International Center is especially staffed and equipped to deal with particular problems of housing, finance, and academic and personal adjustment of foreign students. A matriculating foreign student should initially be assigned an adviser under the auspices of the Center. Ultimately he should receive an appropriate adviser according to his status as a freshman, departmental major, or graduate student. Close formal liaison should be maintained between the Bechtel Center and the Advising Office.

B. Minority Groups: Stanford is in process of organizing an effective response to groups urging the admission of more minority students. The Task Force on Special Programs is studying programs and recommendations regarding minority students. For administration and coordination, the Committee looks to persons like the Coordinator of Intergroup Relations and Douglas Davis, Assistant Dean of Students, who will coordinate advising of entering students in 1968–69. It is expected that whatever special advising needs arise will be met by these persons and associated agencies. Otherwise minority students will be advised by faculty members in the same ways other Stanford students are advised. Close liaison should be maintained between such agencies as those mentioned and the Advising Office.

C. Athletes: Close contact should be established between the Advising Office and personnel in the Department of Athletics. Communication has been noteworthy by its absence or informality in the past, and it should receive closer attention.

VIII. The Faculty & Advising

A. Policy: The following basic policy should be recommended to the Academic Senate: Advising is a central function of the faculty, comparable in educational significance to teaching and research, and considered along with them in decisions regarding appointment and promotion.

1. Faculty members in their first year of teaching at Stanford should be discouraged from assuming advising duties. Responsible administrative officers should meet individually with new faculty members during their first year at Stanford in order to make clear to them in detail the role of the adviser and the range of student services available.

2. Administrative and staff officers of the University who are in close contact with the academic programs of the University should be encouraged to assume formal advising responsibilities.

3. University procedures for faculty appointment and promotion should be revised to take into account the candidate's performance as an adviser. Specifically, Part IV of the "Long Form" used in this process should be revised to read "Teaching and Advising Abilities." To the three questions asking about teaching ability should be added the following two questions:

D. If the candidate is to teach undergraduates, what evidence is there of his ability and interest in undergraduate advising?

E. If the candidate is to teach graduate students and supervise their research, what evidence is there of his ability and interest in the advising of graduate students?

4. Every faculty member should be familiar in detail with the full range of advising and counseling services available to students. To this end, each faculty adviser should be informed at least once a year about these services and changes in them. In addition, faculty advisers should be regularly informed about general student under- or mis-utilization of these services if it should develop.

5. Every faculty adviser should be informed each term by the Advising Office of the full list of students for whom he is adviser. This information should also be sent to his department and made available to appropriate officers of the University.

B. Departmental Advising: Every faculty member should understand the advising program of his department. New faculty members should be informed of their responsibilities for advising during the appointment process.

1. Each department's advising system should be clearly described in the bulletin, *Advising, Courses, and Degrees* (see below, X, C). Systems should be encouraged to be a) adequately staffed and b) clear and specific in allocating advising responsibilities to faculty members.

2. If the department chooses to require majors to have Departmental Advisers, (see above, II, A3, B3; V, B), a specific faculty member should always be given responsibility for each student.

C. University Advising:

1. Faculty members who serve as *freshman advisers* should be assigned no more than 15 freshmen. Freshman *Master Advisers* should similarly be directly assigned no more than 15 advisees, though no limit should be set over the numbers of students for whom they assume indirect, supervisory responsibility in advising units. (For the proposed system of advising freshmen, see above, III.) *University Advisers* should have a maximum of 20 advisees in that category. The total number of undergraduates for whom a given faculty member is adviser should never exceed 30.

2. Freshman advisers should be paid up to $500 per year above their regular salary. Master Advisers should be paid $1000 per year. Faculty

members who serve as University Adviser to 15 or more students in any year should be provided with extra research assistance by the University.

D. *Commentary*

Section A. The basic policy statment is intended simply to persuade the faculty to state for the record that advising is an important ingredient in education. The term "comparable" is carefully chosen to signify "able to be compared" but not to mean "equivalent."

1. The faculty member newly arrived at Stanford does not know enough about the University and its programs to give advice. These new faculty members should receive orientation to the University and to their functions in it as quickly as possible. The *Faculty Handbook*, recommended in X, A, may give basic information, but individual meetings with administrators responsible for advising could go beyond the elementary and may aid the administrators to identify faculty members who can be recruited for various University advising programs.

3. The Committee expressed in its position paper the wish to find a way to evaluate advising so that it could become a factor in appointment and promotion procedures. No simple formula has appeared. To insist upon asking the question and to have departments attempt evaluation may produce some methods that could be more generally applied. Interviews with some faculty members produced a generally negative feeling about using the evaluation of advising in this way, basically on the grounds of the difficulty of getting a good or objective evaluation (see Appendix 3). The Committee believes, nevertheless, that the difficult should be attempted.

4. The *Handbook to Stanford*, recommended in X, B, will go a long way toward meeting this recommendation. Generally communicated reports from advising and counseling agencies might meet the point of the last sentence.

Section B. The situation of departmental advising ranges, as one faculty member said of his own department, from excellent to terrible. Most faculty members appear to think their own department's advising fairly good (see Appendix 3), but most students find departmental advising rather poor (see Appendix 2). In some departments, all faculty members advise undergraduates; in others, a group or committee of faculty members does all undergraduate advising; and in some, one member of the department receives it all. In some departments, majors are assigned to advisers by the department secretary, sometimes quite arbitrarily; in others, a departmental representative, a committee, or the executive head does the assigning. The intent of this general recommendation is not to impose strict uniformity on all departments, but to have departments state publicly what their advising programs in fact are—which may help some to rethink their systems—and to suggest some guidelines to avoid loading too many advisees on any single faculty member. For a recommended experiment with student advisers in departments, see IX, B.

Section C. "University advising" means academic advising not related to the department, as set forth above, Chapters II through V. The present advising system entails an assigned General Studies adviser from matriculation until the student declares a major or not later than the end of his sophomore year, after which he receives an adviser in his major department. Our recommendation distinguishes rather between an assigned freshman adviser and a student-chosen University Adviser, with Departmental Advisers a third and parallel category.

The present recommendation takes up the problems of the extent of faculty advising and its rewards. Figures C1, are maximal. If the corps of freshman advisers can be sufficiently enlarged, no adviser would have to be assigned 15 students. The maximum of 20 for University Advisers means those students who designate that faculty member as University Adviser. The total of 30 signifies undergraduate advisees of all kinds: freshman, University, and departmental.

It is to be expected that many students will name the Departmental Adviser as University Adviser, so that one faculty member will serve both functions for the same student. In departments that insist on having all major advising done by a few members, those advisers would probably have too much major advising to allow any extra-departmental advising. If, however, freshman and University advising were made more attractive, as proposed in C2, and more significant by attitude and practice, departmental systems might undergo some change.

The numbers given do not include graduate advising in the load, although the position paper had proposed its inclusion. The Committee discovered that graduate student ratios were low enough not to constitute an excessive advising burden in most departments.

The proposal for payment of freshman advisers is also a departure from the position paper. The Committee stated there that it was not satisfied that bonus payment would be an incentive to better advising. We still believe that. By itself, payment will not produce better advising. It will—or ought to—do two other things, however. 1) Payment should imply to the adviser an obligation to do the job for which he is paid and should therefore put a certain sanction on doing it decently. 2) Payment should make the task of advising freshmen more attractive, should therefore produce a larger group of freshman advisers, thus lowering the number of advisees per adviser and enabling thereby more individual attention and time to each person. Neither of these factors will make a good adviser out of an inherently poor one. Both may aid the person who wishes to be a good adviser to be a better one.

The figure $500 is tentative and suggests that pro-rating by number of advisees might be done. Scales should be set administratively, and if the overall ratio were significantly lowered, the price might be raised. We have not calculated how much research assistance should constitute compensation for University advising. That too should be done administratively.

IX. Students as Advisers

Most advising of students at Stanford is now and will continue to be done by other students. Such informal advising should not be discouraged. Even when it is misinformed, it does no greater harm than advising done by misinformed faculty members.

A. Student Advising in Residences: The sponsor system in all-freshman residences is useful as long as all-freshman residences continue to exist. As more and more freshmen become dispersed through various kinds of housing, the sponsor system will become increasingly discontinued. If separate freshman housing ever disappears entirely, the need for sponsors as presently understood will also disappear. In the meantime, it is recommended that sponsors be selected by a body including representatives of the Council of Freshman Advising (see above, III, B4), with perhaps a majority of students, in order to enhance the coherence of the counseling and other programs in freshman residences.

B. Student Advisers in Departments: Experiments with student advisers in departments have been thus far ambiguously successful. The arrangement seems to the Committee in principle commendable.

1. The Committee recommends an experiment in which three different approaches are used in departments where they seem appropriate:

a. That two or three departments appoint a panel of student advisers from among their majors, to hold stated weekly office hours and pre-registration office hours. The appointment and hours should be well publicized by the department.

b. That two or three departments invite their undergraduate majors to select a panel of student advisers for the department, to operate as with the first group.

c. That two or three departments select and publicize the appointment of two or three undergraduate tutors, whose function would be to give tutoring help to any undergraduate in departmental courses who seeks it out or who is referred by a professor in the department.

2. These student advisers and undergraduate tutors should receive compensation.

3. Departments should take care to inform student advisers and tutors of all departmental policies affecting undergraduates and of any changes in these policies. Some departments might wish to invite student advisers and tutors to departmental meetings to participate in discussion of policies.

4. The Committee would hope that such a three-pronged experiment might teach us several things, e.g.:

a. Whether students more readily ask advice of student advisers if the advisers are selected from above or if they are selected by students.

b. Whether a specifically academic role, such as tutoring, leads on rather regularly to an advising role.

c. Whether student advisers significantly help to reduce the time pressure on departmental faculty advisers.

d. Whether receiving informed advice from other students aids majors to more involvement in their major programs.

e. Whether other approaches than the three suggested might work better in some departments, e.g., assigning students as advising assistants to individual faculty members with especially heavy advising duties.

C. *The Course Review:* In its position paper, the Committee commended the idea of a student course review as a potentially valuable asset in advising by and for students. The following recommendations aim at making it as valuable as possible for all:

1. That the budget of the *Course Review*, whatever its source of funds, be adequate to maintain its quality, and that no control from any source be placed upon the expression of evaluative opinion, save moral pressure from all members of the University for accuracy, reasoned fairness, and educational concern.

2. That so far as possible all courses be evaluated; that they be evaluated so far as possible by all students taking each course.

3. That the evaluation of each course be accompanied by a statement of the number of evaluators and the percentage that number represents of the total course enrollment.

4. That indication be given of the entire range of individual evaluation.

5. That in addition to rating the performance of the instructor and the value of the material, evaluation of the performance of the class as a group be attempted.

6. That evaluation be accompanied by the instructor's account of the stated aims of the course.

7. That instructors be invited to indicate any changes contemplated for the course, whether they be based on the evaluation or not.

8. That scrupulous care be taken to make the *Course Review* accurate in matters of fact.

D. *Commentary*
Section A. On the whole, the Committee prefers that all-freshman housing be discontinued. As long as it is continued, some form of upperclass sponsor system will serve as a relatively feeble substitute for the presence in a house of a number of upperclassmen. The Committee agrees on the desirability of the latter with the report of the Residence Committee.

Section C. The crucial point about the *Course Review* is, of course, its budget, and the Committee expects that some form of University subsidy will be needed. Current experiments in course evaluation, such as that being carried out by the Study of Education at Stanford itself, may greatly aid the *Course Review*.

X. Information & Publications

A. A Faculty Handbook

1. Under the supervision of the Academic Senate, a *Faculty Handbook* should be compiled, published, and kept yearly up to date.

2. The *Faculty Handbook* should present in sufficient detail all University policies and services pertaining to faculty members, such as the administrative organization of the University, rules of faculty tenure, personnel benefits, the organization of the faculty, academic regulations, and such matters regarding students as are of concern to faculty members.

3. The *Faculty Handbook* ought routinely to be in the hands of every member of the faculty and administrative staff, serving in part as a more convenient form of the *Administrative Guide* and in part as an introduction to the University for new faculty members and useful information for all.

B. A Handbook to Stanford

1. Under the supervision of the Academic Senate, a *Handbook to Stanford* should be compiled, published, and kept yearly up to date.

2. The *Handbook to Stanford* should contain basic information about Stanford's life for both students and staff in a more substantial format than the present *Information Bulletin*. It should include detailed information on

such matters as student fees and expenses, residences, relatively permanent student and University-wide organizations and activities, services available to the community and the ways to make use of them. In relatively brief form, the handbook should describe the administrative arrangement and operation of the University, duties and powers of its various members, the organization and operation of the student body, and major policies affecting members of the University.

3. The *Handbook to Stanford* should be in the hands of all members of the University and should be available on request to those outside Stanford, perhaps for a modest payment.

C. *Advising, Courses, and Degrees*

1. This is the suggested new title for the publication heretofore called *Courses and Degrees*. It should be compiled, published, and kept yearly up to date under the supervision of the Academic Senate.

2. The title implies a proposal for major reconstruction. It is recommended that the publication include not only University, school, and departmental requirements for degrees and lists and descriptions of courses but also brief descriptions of the advising systems, including those of each department. (Samples of statements as they might appear in this publication are given in Appendix 4.) Descriptions of departmental advising ought regularly to list departmental representatives to whom students can go for information and counsel regarding that department's offerings and opportunities.

3. It is recommended that *Advising, Courses, and Degrees* be published in late August of each year, in order that it may be as nearly up to date in information as possible and therefore useful for curricular planning of students and advisers at the beginning of the year.

D. *The Undergraduate at Stanford:* The Committee concurs with what it understands will be the recommendation of the Committee on Admissions and Financial Aid that this publication should be completely rewritten.

E. A Central Information Office: The establishment of a Central Information Office under the supervision of the Dean of Students is recommended below, XI, A2.

F. Informational Uses of Computers: Means should be sought to computerize student records and degree requirements in order that students may have relatively easy access to accurate information on their positions.

G. *Commentary*
Section C. The commentary to VIII, B, indicates some reasons for having published descriptions of departmental advising systems. The Committee feels that additional emphasis in this publication *Advising, Courses, and Degrees*, will help to build the assumption that advising has educational significance. That is the basic reason for the recommendation, along with the desire that the publication may be of maximal usefulness.

The August publication date is intended both to improve the accuracy of the book and to make it more useful. The present May publication is aimed principally at informing entering students, both graduate and undergraduate, and secondarily at aiding pre-registration for fall quarter. August publication would be of greater aid in curricular planning by students for the entire year. The Committee feels that the added accuracy gained by a delay in copy deadlines generally outweighs the minor inconvenience to entering students of not being able to spend the entire summer in course planning.

Section D. The Committee has considered this publication (*The Undergraduate at Stanford*) because it constitutes a certain type of advising about the University to those contemplating application. We find it offensively propagandistic in tone, unrealistic in description, and occasionally false in fact. The Committee believes that some of the faulty expectations brought to Stanford by undergraduates may stem from this rather slick publication. A brochure describing undergraduate life at Stanford for those interested in enrolling might usefully adopt the kind of realism tempered by understated enthusiasm of the publication of the University of California at Santa Cruz titled *So You're Thinking of Coming to Santa Cruz*.

Section F. The Committee does not know exactly how computerization might be done. The Committee on Computer Usage may have fruitful suggestions. We are informed that the General Studies Office tried to utilize computers a few years back and are not sure why it was discontinued. Some computerization is now available in some departments of the School of Engineering.

XI. Counseling Agencies

A. The Office of the Dean of Students

1. The Office of the Dean of Students should maintain at least one and preferably two counselors, whose principal function would be referral. They would be available when students are uncertain whom to ask about a problem, or when they merely wander in looking for someone to talk to. Although these counselors might have other duties assigned in the Dean's Office, their counseling duties should take first priority.

2. The counselors might well be attached to a Central Information Office, which could naturally be attached to the Dean of Students, and which ought to be located nearby in the Student Services Building. The Central Information Office should be staffed by persons whose sole responsibility is to know as much as possible about the University and its personnel. Its function would be to answer any and every question anyone, but especially students, might ask, or to refer the questioner to the person or office most relevant to the subject.

3. The National Service Office is now being reorganized along precisely the lines that the Committee intended to recommend. The emphasis will properly be on counseling and advice regarding Selective Service and other military and non-military options and regarding procedures and options of conscientious objection. Any function of liaison with Selective Service officials will, we are told, be quite secondary. The Committee warmly

commends the reorganization and hopes that the staff will be well informed on all programs and up-to-date changes in them and will take special care to provide knowledgeable and sympathetic counsel to conscientious objectors.

B. Counseling in Residences

1. Inasmuch as the principal function of residence personnel with students is that of counseling and advising, they should be chosen by and report to the Dean of the Undergraduate Division, perhaps through an Associate Dean for Residences.

2. Directors of residence units may or may not be faculty members. Faculty resident positions provide a convenient fringe benefit for a few faculty members, especially younger ones. Where faculty members are chosen as residents for houses, care should be taken to secure those who are concerned for students and will therefore likely be accessible and successful counselors, and who wish the residence to be something more than sleeping and eating quarters. Residence directors who are not members of the faculty should be chosen on criteria of leadership, intellectual vigor, and awareness of the University's academic focus. They should not be expected to be mere housekeepers, "house mothers," or resident police officers. Residence directors should keep much in mind their counseling function.

3. Resident assistant or tutor positions are also a convenient fringe benefit for graduate students. The duties should be compatible with the demands of their academic programs. No first-year graduate student who was not a Stanford undergraduate should be selected. Resident assistants or tutors should be chosen for their potential of being good and sympathetic counselors and for the likelihood of their providing intellectual stimulation.

4. While faculty residents and residence assistants in freshman and thematic demonstration houses have performed a valuable teaching and advising role, the Committee finds counseling in other upperclass residences distressingly irregular and minimal. We have not discovered any defined purpose for personnel in these residences. The function of orientation to the campus, important to freshmen, does not exist with upperclassmen. Courses within a house have been taught in non-thematic residences, including fraternities; but they have seldom drawn upon faculty or graduate residents already affiliated with the residence. The Committee has not studied the question of residence personnel in upperclass houses in great depth, but has uncovered no evidence that their role has any consequential bearing on the

character of the residences. It is recommended that counseling expectations of faculty residents and residence assistants in non-thematic upperclass housing be developed far more than at present. Liaison with University counseling staff and academic advisers is essential.

C. Other Counseling Agencies

1. The Committee recommends creation of a Career Guidance Center (the exact name should be chosen by a suitable group) through expansion of the present Placement Service.

a. The director of the center should report to the Dean of Undergraduate Studies, perhaps through an Associate Dean for Advising Services.

b. In addition to current activities of the Placement Service, the Career Guidance Center should undertake to establish and maintain:

1) Committees of career advisers drawn from the faculty, staff, alumni, and friends of the University who can advise on specific vocations, professions, and careers to which undergraduates aspire.

2) An annual series of formal and informal educational programs on career questions.

3) Opportunities for on-the-job and other direct experiences in career areas.

c. The center should explore and, if it finds desirable, help to develop formal programs and courses that provide an introduction to the style and content of various disciplines and the careers that stem therefrom. These courses would not replace or imitate present introductory courses in departments (e.g., Sociology 1, Biology 4–5); rather they might be "sophomore colloquia" or the like, where exposure to practical realities of vocational fields is the goal.

The center would doubtless be interested in such programs as that presently being developed (funds are being sought) by Humanities Special Programs on the history and philosophy of various types of vocations, on the sociology of work, and such subjects; it is proposed that they would be taught from both humanistic and social science perspectives.

Attention could profitably be paid to existing courses to extend the range of career information to be sampled. Someone considering law, for example, might be directed to Philosophy 179: Philosophy of Law; Law 104: Law in Society; Political Science 170, 173, 175: The American Supreme Court. If career advisers and others were to call such courses as these and others offered by schools and departments to the attention of interested students career decisions might be made wisely and with greater confidence than they are now. Such programs and combinations of academic offerings would fall under the authority of the Dean of Undergraduate Studies and could be coordinated and planned through the Career Guidance Center and committees of career advisers.

d. The staff of the center should be augmented by trained clinical psychologists to provide counseling of students whose career objectives remain uncertain and testing where it is instrumental to the counseling relationships.

e. We wish to see a center emphasizing vocational counseling, accessible information in aid of knowledgeable decisions, and placement, *in that order of importance*. Thus, job placement is to be seen in the perspective of the entire scope of vocational questions, counseling, and decision making. Committees of career advisers, informational programs, and course development are intended to feed the vocational counseling process. The center might at first be staffed by three or four vocational counselors in addition to placement personnel. One of these persons might be in charge of programs suggested in 1b.

2. The Committee recommends creation, as a sub-unit of the Cowell Student Health Center, of a Psychological Services unit, which would combine psychiatric and clinical psychological services, competent to cope with mental disorders and psychological difficulties through diagnosis and therapy or referral. The present psychiatric staff of the Health Center should be expanded by additional clinical psychologists.

3. The Committee recommends augmentation of an Institutional Research unit by staff competent in social-psychological research. Such a unit should report to the Vice-Provost for Academic Planning and the Academic Senate. Social-psychological talent in such a unit can be well used in devising and carrying out evaluations of innovations and in continually documenting and analyzing the salient characteristics of the student body. If this unit reports

to both the Vice-Provost for Academic Planning and the Academic Senate, the likelihood that its findings would lead to policy decisions would be enhanced.

4. These several recommendations add up to the recommendation that the functions of the present Counseling and Testing Center be dispersed to the three units discussed, and therefore that the Counseling and Testing Center as a separate administrative structure be terminated. (See Appendix 5.)

D. *Commentary:* The Committee is inclined to think that the proposed Career Guidance Center (C1) may be the most important recommendation, in terms of the scope of its effect, that we make. Since this step would entail a close relationship with academic programs and with schools and departments, the line of authority for this unit most profitably runs, we think to the Undergraduate Dean, though close liaison with the Graduate Dean's Office must be maintained.

Our conclusion that the functions of the Counseling and Testing Center should be dispersed was arrived at for two reasons. 1) We concluded that the Center drew together functions for which other agencies, albeit separately, had a clearer mandate. Moreover, we could discover no persuasive rationale for uniting in one center the functions of psychological counseling, vocational counseling, and research of a social-psychological nature across the entire student body. 2) We concluded that the quality of innovation, evaluation, and self-renewal for other units was impaired by the existence of an autonomous unit performing the functions that the Counseling and Testing Center now does. For example, separating vocational guidance from placement seems to rob each of valuable, indeed crucial, evidence for self-evaluation. Separating psychiatric from psychological diagnosis and counseling seems to us to divide arbitrarily what is essentially one kind of service, thereby confounding potential clients and diffusing the professional experience that can be brought to bear on relevant University problems. Finally, such research as is conducted seldom finds its way into the processes of making or reviewing decisions. The research is done because the Counseling and Testing Center staff wants to do it. We do not object to that motive; rather we believe that the University's scarce resources should support essential research into central questions. The search for relevant results from institutional research should be a prime goal and not a fortuitous by-product of other research.

On the positive side, we believe that the division of these functions makes possible a Career Guidance Center able to do more than the sum of what the Placement Service and the Counseling and Testing Center did previously; that a psychological service unit as a part of the Cowell Health Center will provide a more highly visible and comprehensive professional service to the student body; and that self-study of benefit to the institution is best accomplished within a unit designed for the purpose.

Addendum: In the light of a number of responses to this last section (No. XI, especially part C) the Committee has re-examined the entire matter. Our conclusion remains what it was, but the following comments may clarify certain aspects of the program.

Although we proposed that the unit referred to in C2 be a sub-unit of the Cowell Health Service, we are not adamant on that administrative arrangement, nor does our recommendation imply that the staff would necessarily be housed in the Health Service building. We did not intend to suggest that psychiatric therapy be the dominant feature of the unit. We wish to see personal counseling carried on cooperatively by psychiatrists and counseling psychologists, believing that benefits will accrue to both and, most notably, to students. Such a relationship is frequently to be found, e.g., at the Cowell Student Hospital at the University of California and Veterans Administration hospitals.

We have not, perhaps, made clear enough the supposition that good counselors do not simply sit in consultation rooms waiting for clients. Rather they are actively engaged outside their own facilities, especially in residences, in programs of discussion and counseling that may operatively be "preventive" therapy. We think of the experimental program this year in Roble Hall and of the efforts to establish connections between Cowell staff psychiatrists and the various residences as examples. Such programs should not be parallel and competitive but cooperative and unified. Well-conceived programs to train residence personnel and, if it be not Utopian, faculty advisers in better relations with students ought also to be included in the work of this unit.

We believe that a staff of about nine (perhaps four psychiatrists, four counseling psychologists, and a psychiatric social worker) ought at the beginning to be adequate for the program envisioned.

Section C3. The recommendation that an Institutional Research unit be established did not originate with this Committee. Having been informed that such a recommendation would be made, we felt it important that the unit carry out research bearing on advising and counseling needs. We assume that the permanent staff would be small, and researchers would be engaged by the unit for particular projects. It has been urged that personnel in the counseling agencies should be free to pursue research of their own devising. We do not object to the idea, so long as the desired counseling is properly done, and students are not drawn unknowing or unwilling into research projects as subjects. The counseling agencies, we would emphasize, are first of all service agencies and must be prevented from becoming primary research centers.

Some critics of this group of recommendations have argued that we have "fragmented" the functions of the Counseling and Testing Center. The Committee is persuaded that this charge is inaccurate. Alternatives to our suggestions have involved either genuine fragmentation beyond our wishes or a centralization so thorough as to worry the Committee about unwieldiness and impersonality. The Committee is firmly convinced that liaison and referral among the various agencies should be easy and constant. In addition, graduate students in psychiatry and counseling psychology might receive valuable practical training in these agencies.

It has also been proposed that counseling of the sort envisioned in a Psychological Services unit might be contracted for with local counseling psychologists. The Committee is inclined against the idea, feeling that participation in residence programs and similar activities may be at least as important as the one-to-one client relationship and would be difficult at best for part-time counselors.

The Committee wishes gratefully to acknowledge the contributions to the discussion, after completion and limited circulation of our report, by Dr. John D. Black and staff members of the Counseling and Testing Center, Professors John D. Krumboltz and Carl E. Thoresen and Dean H. Thomas James of the School of Education, Dr. David Dorosin of the Cowell Health Service, and Dr. Allen E. Ivey of the University of Massachusetts. By trenchant criticism, fair-minded disagreement, and careful discussion, these persons have aided the Committee to clarify its own mind and, hopefully, its language. The Committee has not changed its recommendation, but such disagreement as remains seems to us purely organizational and not substantial. We appreciate the candor and stimulation of the entire conversation.

Respectfully submitted,

The Committee on Advising and Counseling

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Appendix 1 Advising: The Humanity of the University

This position paper is presented to the University community by the Committee on Advising and Counseling of the Study of Education at Stanford. It is important to say that the paper is intended not as a recommendation for immediate decision but as some proposals for discussion.

The Committee hopes that discussion and response will be full and candid. Hearings, during which anyone who wishes may come directly to the Committee, will be announced shortly. The Committee also welcomes written responses to the paper, and they may be sent either to the Study of Education office, 142 Meyer Library, or to the chairman in Humanities Special Programs.

The vital importance of this subject for the entire life of the University is evident. All the more important is it that those with ideas about the improvement of Stanford's advising and counseling give the Committee the benefit of their reflection. After receiving these responses, the Committee will draw together specific recommendations to the Steering Committee for action.

The Committee wishes to thank a number of persons for help and consultation already given: Harvey Hall, Robert Huff, John D. Black, Sally Mahoney, John Hansen, Peter Dahl, Ralph Keller, The Rev. Richard Roe, Mrs. Kenneth Cooper, Gwyneth Dukes, Dr. Maurice Osborne, Dr. James McClenahan, Professor William A. Clebsch, Professor Kenneth Colby, Frank Satterwhite, Skip Tammany, Dan Snell.

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Few subjects are so frequently the target of criticism as advising, few so rarely the object of constructive suggestion. Widespread agreement that advising is not very well done at Stanford is equalled by imprecision as to the problem and feasible solutions. *Or* realism breeds cynicism, concluding that we must accept inadequacy.

The Committee on Advising and Counseling of the Study of Education at Stanford has attempted to be realistic but not cynical. However unlikely the radical alteration of human nature may be, the alteration of perspectives and priorities is well within our reach. The Committee urges the University's members, however, that unless assumptions are modified the cynics will be proved right. Foremost among the assumptions that require adjustment is the tacit one that for a faculty member advising is an extra-curricular activity. This assumption produces hesitance on the part of many students to consult advisers except for routine card-signing for fear of "taking up his time," and their resultant complaint that advising at Stanford is nothing but routine. It produces the perception on the part of faculty members that advising, except of one's "own" special (preferably graduate) students, is a chore to be avoided if possible and to be disposed of quickly if avoidance is not possible. It produces among administrators complete ignorance of inequities in advising loads and the ignoring of the function of advising in considerations of appointment, promotion, and reward.

The Committee is not so blindered as to suppose advising is the most important aspect of university life. But it is sensitive to the penetration of aspects of advising into almost everything Stanford does, from admissions to residence policy to undergraduate and graduate curriculum to student services to the extra-curriculum to placement and vocational decisions. In what follows we have made some assumptions that bear explication. First, we suppose that advising has basically to do with the possibility of significant relations and communication between persons, that it sums up what we intend by our sub-title: "The Humanity of the University." Second, we assume that the educational direction Stanford is taking will entail more advising, not less, on both graduate and undergraduate levels, and a higher degree of humanity, not a lower. Third, we assume that, since no system is perfect, an arrangement of advising that allows several quite different forms and structures of advising to take place will come closer to self-renewal than a single, potentially rigid system.

The problem, as we presently see it, has three points of focus: 1) the dissemination to everyone who needs it of accurate and complete information; 2) the availability to anyone who needs it of competent professional counseling; 3) the accessibility to all students of interested and personal academic advice.

I. The Dissemination of Information

The story about the man who did not have enough information to take instruction is relevant to the problem of advising. The Committee believes that adequate and accurate information on most matters regarding the University is readily available to those who wish and need to have it. Ignorance and misinformation are widespread, however, some of it difficult to understand.

The information that needs dissemination is that which makes possible 1) awareness on the part of faculty and students alike of exactly what the University's communal and academic facilities are; 2) access by members of the University to the various services provided; 3) informed decisions about academic matters on the part of students.

A great deal of this information can be and is conveyed in print, but people forget things when they read them in almost innumerable bulletins, pamphlets, brochures, handbills, mimeographed or dittoed sheets, and the like. The variety is compounded by the fact that certain published materials are factual in nature and others are more propagandistic in tone and purpose, by the fact that some information is obsolete before it is ever printed, and some is incomplete.

The Committee suggests basic simplification into two yearly publications. One is an expanded version of the present rather slim *Information Bulletin*, to serve as a more general handbook to the University. Here should be detailed information on matters not covered in *Courses and Degrees*: fees and expenses, residences, relatively permanent organizations and activities both student and University-wide, services available to the community such as those of the Health Service, the Counseling and Testing Center, the Bechtel International Center, and others. Also in such a handbook might be found brief descriptions of the administrative operation of the University, the duties and powers of its various officers, and policies affecting various of its members. Through such a publication, which should be routinely in the hands of everyone. both students and faculty could find how to get help for all kinds of problems. New students and new faculty members in particular would, with its aid, more easily find their ways in the University.

Parenthetically, the Committee also sees a need for a faculty handbook, which would inform faculty members of such policies of appointment, promotion, tenure, and administrative arrangement as are especially relevant to them.

The Committee wishes, moreover, that *Courses and Degrees* might be improved. The information in it is frequently obsolete before the book comes off the press. Might there not be in the ken of someone at Stanford printing methods that could reduce the lag between copy deadlines and publication? Would the improvement of accuracy allowed by an August publication date outweigh the advantage for incoming students of the present May publication? Students and advisers alike now hesitate to use *Courses and Degrees* as a basis for planning the work of even a single year in advance. The Committee wonders, then, whether usefulness for planning to those already here should not have priority over usefulness for those about to come. In the light of the increasing need for advanced academic planning by students, greater accuracy becomes even more desirable. Moreover, if *Courses and Degrees* were improved and up-dated, the expense of the quarterly *Time Schedule* might be reduced by making it no more than a supplement to *Courses and Degrees*.

All of these publications would be of immense help to advisers and their advisees. The Committee is of the opinion that the adviser's function should not be to disseminate information that the student can more readily receive otherwise. In saying that, we take full cognizance of the high likelihood that anything in print will be misunderstood, misconstrued, or misused somewhere by someone. Where the adviser perceives ignorance, he must, of course, rectify it–and the student may do the same. The adviser will function well with an advisee when both have the necessary information, for then the adviser is free to *advise* instead of merely to inform.

Concomitantly, the Committee believes that the adviser should be relieved of policing curricular regulations. So much of academic advising is taken up with routine questions about the fulfillment of requirements (How many units of science have you left to take? How much math? etc.) that time for genuine and personalized advice is too often at a premium. The Committee has a hunch, moreover, 1) that on the whole students know the requirements in General Studies and in major programs better than their advisers do, and 2) that students almost always know exactly where they stand with regard to those requirements. The Committee wonders about the feasibility of computerizing information of these kinds to enable easy retrieval. If machines can free us for the improvement of our humanity, we should by all means use them.

In short, the Committee believes that advising could be far better focussed on advice if the dissemination of information were both simplified and improved, so that the adviser does not have to be a traffic cop of regulations.

II. The Availability of Counseling

For clarity of terminology, we use the term "counseling" to mean the impartation of help for problems of a personal sort, not immediately involving the academic, while "advising" is restricted in this paper to academic advice.

It is certainly the case that a great deal of counseling in this sense occurs in any community as large and as complex as Stanford. Most of it is casual, among close friends, and with no pretense of professional expertise. This sort of counseling will happen whether the institution encourages or discourages it. Any attempt to structure such relationships is, of course, doomed to failure. Faculty members also do a great deal of counseling of this kind. Though some may criticize the non-professional nature of such counseling, that may in itself be one of the strengths of the relationship. At the same time, situations frequently arise where professional counseling is needed, and any casual counselor should always have in mind the possibility of referring someone to sources of professional aid. The Committee has not conceived of any way by which faculty or other such occasional counselors might customarily be taught how to recognize danger signals, but they should be aware of an obligation to suggest referral.

Nevertheless, sources of professional counseling are present at Stanford, and the Committee has been surprised that some members of the University, both faculty and students, seem unaware of them. Apart from the counseling done in residences (faculty residents, residence directors, resident assistants, tutors, and sponsors), which would have to be called at best semi-professional, counseling done by campus religious representatives, and that done in special circumstances by persons in the Dean of Students' Office, the University maintains two major sources of professional counseling and a third that might become one. We refer in the first instance to the Counseling and Testing Center and to the psychiatric services of the Cowell Health Center, and in the second instance to the Placement Service.

The Counseling and Testing Center provides psychological testing of many kinds and both short-range and long-range psychological counseling. The psychiatric staff of the Cowell Health Center is available for psychiatric consultation and some forms of therapy, and patients in need of long-range therapy are referred to psychiatrists in the School of Medicine for it.

The Committee has no wish to enter into the relative merits of these two approaches, believing that both meet various kinds of situations helpfully. The liaison between the Counseling and Testing Center and the Cowell Health Center is reportedly good and getting better. Such liaison and cooperation should be encouraged by the University administration. The fact that a relatively small proportion of Stanford students uses the counseling services in these two institutions may be an index of the community's relatively healthy mental state. On the other hand, experience here and in other universities would seem to indicate that there are many more problems than are actually met by these services. Larger staffs would doubtless encourage more students with real problems to seek aid.

It has been rightly observed that while any person lacks the medical or psychological help he needs, the job of counseling is not being properly done. One of our faculty colleagues recently stated that

"One student suicide per year is one too many," a sentiment with which no one could quarrel. But prevention in the realm of counseling is the most difficult task. For one thing, it requires the willing cooperation of the patient or subject.

The continued excellence and improvement of these two services seems to the Committee, however, a matter of rather high priority. We are in a period where the mental strains upon the age group of Stanford students are great and on the increase. It is no pampering mood that leads to the conclusion that professional aid is needed; it is rather the sense of urgency that informs higher education, and the wish that barriers to the best education every student is capable of absorbing be, as far as possible, thrown down. We do not believe that the improvement of, say, the Counseling and Testing Center is more important than the improvement of the faculty. But believing in the priority of the academic, we wish it to be aided by the best medical and psychological services Stanford can afford to render.

We have few specific recommendations, apart from general improvement–which in itself ought not to be taken as underhanded criticism. The first contact with the Counseling and Testing Center ought to make clear to entering students that genuine personal counsel may be had there. We are dubious that the orientation-week testing is a good introduction for students, valuable as the results may be for staff research. The counseling function should be made more distinct from that of legitimate research.

The most difficult question with which the Committee has long wrestled is how to be sure that the people who need the help receive it. To that question, we have no satisfactory answer. The availability of the services should be widely publicized and accurately described. Every member of the University should know about them. But the person who refuses to seek help when he needs it cannot, by any means the Committee has been able to discover, be forced to have it.

The Committee notes with satisfaction the recent improvements in the situation of religious ministries on the campus. Although not every religious tradition is officially represented, persons desiring counseling of a religious sort have access to a broad range of clergymen and denominational representatives. Since campus office space was made available to denominational representatives, the work of the Dean of the Chapel and his assistant and of the University Chaplain has been enlarged by cooperation. To those who doubt the propriety of the presence of clergymen on a university campus, the Committee would say that the day when religious bodies looked on the ministry to students as a salvage operation from the godless university is long past. Safeguards against irresponsibility in this as in other areas of interest can be established administratively. Those members of the University who find religious counsel helpful and necessary can and do seek it out.

By virtue of the fact that Selective Service is of immediate concern to the majority of Stanford students, the Committee has considered advising facilities offered regarding the draft. A National Service Adviser has for some time been available. The Committee applauds the addition of a counselor on conscientious objection to the student facilities available on campus. We anticipate that such an office will be continued while the question of the draft is pertinent and suggest that the amount of student need for such counsel requires the availability of more time than is now provided. The different natures of the counseling involved makes it advisable to keep separate the conscientious objection counseling and National Service advising. Greater coordination of the latter with the ROTC offices and the Placement Service would facilitate the answering of questions faced by many students in regard to the options available for fulfillment of military service. However, the effectiveness of both offices is hampered at present by lack of information reaching the student. Publicizing these services in the handbook to the University proposed above, and by whatever means are now available, and the initiation of orientation sessions with tutors, residence assistants, and directors may begin to alleviate this inadequacy.

The Placement Service is kept until last because the Committee believes substantial expansion is possible and desirable. At present the Placement Service is a means to bring prospective employees into contact with prospective employers and to aid students to receive part-time and summer jobs. With expense (the Committee does not wish to guess how much) and reorganization, the Placement Service could become a Career Guidance Center. This change would put job interviews into perspective as aspects of a more thorough investigation by the individual of his wishes and talents for a career. Facilities for aptitude tests of various kinds would be needed, as well as staff to process and counsel regarding such tests. For this purpose, it would be well to shift the efforts in career counseling now carried on by the Counseling and Testing Center to an expanded Career Guidance Center. Information on opportunities and requisites for careers of many kinds could conveniently be gathered and sometimes produced by a Career Guidance Center, and one might expect to find in it the current catalogues of graduate and professional schools across the country.

It has often been remarked that, for all the Founders' desires that a Stanford education should fit students for useful pursuits, the accessibility of career counsel is rather slim here. In feeling that the situation bears improvement the Committee does not imply that every student should have made a clear vocational choice by the end of his senior year. But students wishing to make informed and rational choices of careers should have access as early as possible to information and individualized counsel regarding the options. A Career Guidance Center might have the contacts to place students in part-time and temporary jobs with persons in careers that the students are considering, experience which might be invaluable whether it be positive or negative.

Other methods of gaining insight into various kinds of professional life may likewise gain momentum. A proposal now being considered suggests the establishment of sophomore and higher level courses on the professions, taught from the perspectives of both the humanities and the social sciences. Such courses would be informational and descriptive and in no sense recruitment techniques. Still other means might be found to make available for students bases for wise career decisions. The present admirable advising done by faculty members of the School of Medicine with and for premedical students could profitably be emulated elsewhere. Could not the schools of Law, Business, and Education, for example, provide similar counsel in cooperation with a Career Guidance Center? The Committee presumes that remunerative occupations will for some time be necessary for most members of American society. There is point, therefore, to the thought that education can be useful, even though that is far from being the whole point of education.

III. Academic Advising

If personal counseling is very largely done casually and by amateurs, so is academic advising. Most of the advising done at Stanford is done by one undergraduate to another. The Committee heartily approves this state of affairs at the same time that it is not satisfied to abandon faculty advising.

Student advising. Several aspects of undergraduate advising are carried by undergraduates. Students get their best information about the value of specific courses from other students who have taken them. This is only natural. Faculty members are loath to comment on their colleagues, for reasons of professional propriety; students are not. Moreover, faculty members can talk about courses taught by their colleagues only by hearsay, where students can speak at first hand. Such informal advising is valuable, even though it is frequently biased. Sporadic attempts have been made to bring it usefully into published form, with such documents as the *Course Review* succeeding the earlier *Scratch Sheet*. The Committee applauds the concept of a student *Course Review* as a valuable asset to advising and wishes that it might be thorough in its coverage of courses, representative of a variety of student reactions, and sensitive to stated aims of professors in courses. Such a review would also inform professors helpfully about responses to their courses. The *Course Review* ought to appear regularly, with cooperation and financial assistance from the University but without administrative control.

A recent experiment in appointing students as advisers-at-large in their major departments produced uncertain results. The fault may lie partially in a lack of information about the program, in student suspicion that student advisers would be "administration types," in students' feelings that they could get as good advice from their friends—or in any possible combination of those and other factors. The Committee is not satisfied that student departmental advising is a bad idea, especially on the basis of one year's experiment in three departments. It exhorts departments and schools to keep trying to find ways of taking advantage of students' advising abilities.

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The function of the adviser. We have already expressed the Committee's suggestion that advising not be simply a matter of policing, of making sure that the student has information and is taking the courses he is required to take. The *Adviser's Handbook* (p. 12) describes the goal of advising as bringing "the student to the point where he can assume a maximum amount of responsibility for his own academic program and can make wise decisions on his own." The Committee wishes to go beyond that to propose that the adviser be viewed both by the student and by himself as the student's academic advocate, the particular educator who agrees to concern himself with his advisee's best education. This means principally that the adviser wishes to help the student plan an educational career that *goes* somewhere, that has coherence and point to it, rather than being a miscellaneous collection of requirements and aimless electives. If the adviser is the student's advocate, however, this coherence must be a means of enabling the student's wishes and strengths to be embodied in his program, not a way for the adviser to impose his own concepts on the student.

Such a concept would, to be sure, produce advising that takes more time, for carefully considering with a student his academic objectives and intellectual curiosities consumes more time than simply signing his card. But if such advising is understood and underscored by the faculty as integral to education, faculty members may more happily engage in it. It poses several problems, among which is the acceptance of advising as a normal aspect of academic appointment at Stanford. If such advising will not be done by the faculty, someone must do it. In the absence of good faculty advising, a corps of professional advisers would probably have to be retained to the damage of the budget and of the academic expertise with which advising ought to be done. On all counts, the Committee emphatically prefers faculty advising.

The student's stake in advising. A curious duality is sometimes to be observed among students, On the one hand, they firmly object to being treated as ciphers or as children by an institution standing *in loco parentis*. On the other, they wish the advice of their elders among the faculty, and this wish is sometimes indistinguishable from a desire for a parent surrogate. Occasionally, when the advice given is not to an individual's liking, he will protest that he is not being respected. We point this out in part to say that the students' own view of their stake in advising is not crystal clear.

Although the student knows more about himself than any adviser is ever likely to know, he needs advising because he has not enough experience of education to know precisely how to join his interests and talents to a curricular regimen. This observation applies equally, though in different perspectives, to undergraduates and graduate students. The student looks to an adviser for guidance in pursuing an education that will take advantage of his interests and lead him beyond his own provincial boundaries, at the same time that it is certifiable by the University as meeting its standards. The University, of course, must determine what those standards are, since it is the body doing the certifying. The adviser stands toward the student in the peculiar position of being at once a representative of the University's power of sanction upon the student (he makes judgments on students' performance) and the advocate of that particular student in the acquisition of his most effective education.

If the structure of degree requirements on the undergraduate level becomes less prescriptive, the premium on interested advising, which aids the student toward coherence as well as adventuresomeness, will rise. Experience will count for much in a student's planning, although it should not be prescriptively applied. What is at stake for the student in a more flexible undergraduate program is precisely the humanity of an adviser who is genuinely the student's educational advocate. If the program is flexible, advocacy need not consist in finding ways to circumvent regulations.

The levels of advising and their problems. Special and different problems of advising obtain for freshmen, transfers, upperclass undergraduates and departmental majors, and graduate students. At the same time, the Committee is convinced of one true observation: the best advising takes place where advisee and adviser have some kind of common bond, beyond the routine. This may be the bond of the same field of study (the normal pre-set bond between graduate students and faculty), some common experience (frequently that the student has taken the faculty member's course), or prior acquaintance.

From this standpoint, the advising of freshmen is the most difficult task, for freshmen rarely have any existing bond to a faculty member. It must be established. The Committee has been divided upon several possible ways to handle freshman advising. That the faculty should carry the bulk of the advising seems wise, yet a student's assigned adviser only rarely turns out to be important or helpful to him. As the freshman year curriculum now stands, freshmen rarely come into close contact with faculty members, except those almost as transient as themselves: English TA's, Western Civ instructors, lab TA's, and beginning math and language TA's. The increase of freshman seminars may improve the range of faculty contact. The plan of assigning advisers to groups in living units has been extremely spotty in its effectiveness, and it suffers from the fact that the advisers remain abstractly faculty members, rather than being perceived in their active teaching roles. Relationships of freshmen to faculty residents or directors of living units, to tutors, and to sponsors are relatively close, and these persons in fact do the bulk of freshman advising. The Trancos experiment is one possible model of freshman advising, where residence director, sponsors and tutors, and a team of faculty advisers work closely together. Freshman advising ought to aid in the orientation of the entering student, getting him off on the right foot, proposing seriously that he identify areas of genuine intellectual interest. Such advising should prepare the student to find a permanent academic adviser as he goes.

The Committee is unanimous in suggesting that advising will become more effective from all sides if the student ultimately chooses his own adviser. In fact this frequently happens now, except that the adviser whom the student chooses is often not the one responsible for signing his card. We see the following arguments in favor of this idea: 1) The student will most likely choose a faculty member whom he has seen in action and of whose qualities he knows something. 2) Such a relationship would underscore the obligation of both student and adviser for careful individual planning of an education in which the student is interested and which makes coherent academic sense of his interests and career plans. (The Committee believes, parenthetically, that changing advisers and programs ought to be quite easy, with no prejudice attached to it.) 3) If the structure of the freshman year becomes less prescribed, freshmen will have access to a broader range of course options of faculty members than is now the case and will be more likely to identify someone with whom they believe they can work.

Certain problems with this arrangement can be foreseen. 1) Some very popular professors will be swamped with advisees, and ot[illegible] faculty members will have few or none. To this the Committee would propose that lim[illegible] number of advisees per faculty member be administratively established (see below). [illegible]ffed departments will have too many majors to observe the limitations and will have to c[illegible]ue assigning majors to advisers. To this the Committee proposes that the student's adviser need not, though he may, be in the student's own major department. If the adviser is not charged to keep track of regulations, it is not at all unlikely that a professor in one department can help a student in another to pursue a course that both meets the standards laid down by the department and satisfies the student's own academic needs and wants. Departments might require countersignature of study cards by departmental representatives. Any student seriously wishing to become a historian, for example, will probably try to find a historian as adviser in order to get help in preparing to be like him. We recognize that in some programs, e.g., philosophy and the honors program in humanities, the adviser does considerable tutoring of the student in his senior year. This does not seem to us incompatible with the basic premise. We are inclined, on the undergraduate level, to resist departmental "imperialism," which demands control over "its" students. An undergraduate major need not, after all, be occupational preparation, but, especially in the humanities and social sciences, is rather a point of coherence for one's entire liberal education. Students who wish strong identification with a discipline or department may gain it by choosing advisers there. Students who do not want such a concentration may be well served by advisers from almost anywhere in the University.

Such a plan would introduce a differentiation between freshman and upperclass advising, in place of the present differentiation between General Studies and major advising. The Committee is inclined to believe that the former differentiation would make all advising more effective with regard to general education. We are not yet agreed as to the time when a student must have chosen his adviser. Some might stay with the person to whom they were assigned as freshmen; others would find an adviser during the freshman year; still others during the sophomore year. Some students might have three or four different advisers during their careers. We see no compelling reason why that should be forbidden, though frequent changes may be a signal that counseling of some kind is needed. As at present, students will continue to seek out advice from faculty members whom they like and trust, no matter who is the officially designated adviser. The present suggestion is intended to take advantage of that fact of life.

The advising of graduate students might seem to be self-evident. No one except graduate students themselves seems to feel it a problem. Some responsibilities that many departments seem not to handle well with graduate students are the following: 1) introducing new students to the University; 2) informing students about and channeling them, when need is present, to the Counseling and Testing Center, Cowell Health Service, the Placement Service, etc.; 3) giving students vocational advice and sometimes placing them; 4) informing new students about housing possibilities and problems; 5) informing students about useful training obtainable on a regular basis in other departments. The problem here is different from that of undergraduates in that the graduate student is earnestly in the process of professional preparation. There is a certain emulative aspect to graduate study, therefore, because many graduate students (certainly not nearly 100 percent) are working with people with whom they expect ultimately to become colleagues. It seems to us probable that at present graduate students select their own advisers to an extent that undergraduates do not. The function of faculty in attracting graduate students to any university assures that the potential of full relationships is present. A stronger administrative surveillance of graduate advising might help to overcome the deficiencies of individual departments.

Some special problems. Three groups of students present special problems to which the Committee does not as yet have answers. It is clear that transfer students could use far better help on arrival than most of them get. It is also clear that their problems are different from those faced by freshman. We believe that transfer students should be given high priority for on-campus housing. It also seems to us that the evaluation of transfer credits could be expedited and improved in many ways. Some faculty members might be especially encouraged to handle transfer students. We desire further suggestions about the advising of transfer students from anyone with ideas to give.

Another group of students with problems to which the Committee has not yet given sufficient attention is foreign students. The Bechtel International Center is a source of remarkably fine personal attention to foreign students. But this group has academic problems peculiarly their own, and some mode of advising needs, we think, to be tailored to them. Again, the Committee wishes to be helped by ideas.

The third group is comprised of members of minorities with special disadvantages. Advising needs to have cognizance both of the personal problems faced by such students and of academic needs. Efforts to provide tutoring from the Office of Financial Aids have been sporadic, due largely to stringently limited funds. Some more formal program of tutoring and counsel would greatly increase the accessibility of an adequate Stanford education for such students. Stanford has publicly stated its intention to do the right thing by these persons. Additional support, morally and monetarily, needs to be provided.

The extent and rewards of advising. The Committee believes that advising on all levels should be taken together in figuring the average ratio of advisees to advisers. Taking figures in the fall *Student Directory* as substantially correct for numbers of majors and graduate students in the schools and departments, and taking a count of faculty at assistant professor or higher in *Courses and Degrees* as substantially correct (realizing that many people in the latter are absent on leave), and assuming that all of those faculty advise majors and graduate students, we find the following ratio *by schools* of major and graduate advisees to advisers:

Earth Sciences	5.8 (169/29)
Engineering	13.4 (2114/158)
Humanities & Sciences	11.7 (4739/405)

The figures for present General Studies advising, however, look rather different. Only 115 persons are engaged in 1967–68 in General Studies advising of 2330 students without declared majors, a ratio of 20.26 advisees to each adviser. Sources of General Studies advisers are as follows:

Earth Sciences	7	(24 percent of school faculty)
Engineering	11	(6.9 percent of school faculty)
Humanities & Sciences	45	(11.1 percent of school faculty)
Medicine	12	
Military Science	2	
Physical Education	3	
Education	2	
Administration	33	

The figures show the difficulties encountered by the Registrar in his task of recruiting General Studies advisers. Only 63 (54.8 percent) of present General Studies advisers come from the faculties of schools that will enroll the advisees as majors. Moreover, only 39 percent of General Studies advisers come from the School of Humanities and Sciences, which can reasonably expect to enroll about 80 percent of undergraduates.

At the same time, figures received from departments of the School of Humanities and Sciences show a very wide variation in the actual advising practice of departments. Some departments average as few as 4 departmental advisees per adviser, whereas members of others may have as many as 66 major advisees. Such a figure seems to the Committee a mockery of the very idea of advising. One can be only routine with that many advisees. The Committee is inclined to believe that an upper limit on the number of allowable advisees per adviser should be set, perhaps at 25 or 30, such a figure to include both graduate and undergraduate students. The Committee also believes that deans should ask executive heads of departments quite searching questions about provisions for carrying on advising when many members of a department propose to be on leave for a given year. One instance has been reported in which a member of a large department finds himself during his academic year with 89 advisees (graduate, undergraduate major, and General Studies) because so many of his colleagues are absent on leave. If a limit on advisees were set and adhered to, such exploitation would not be permitted.

The Committee has thought very hard about the place of advising in Stanford's status and reward system for its faculty. At present, save for one department that claims to adjust its teaching loads in proportion to advising loads, advising is in fact extra-curricular, in that it is supposed to be done but no one pays much attention if it is not done. The Committee is informed that advisers receive extra pay in some universities, and it has discussed whether bonus pay would be an incentive to better advising. We are not satisfied that it would. We have also asked how a faculty member's advising effectiveness might be a factor in his promotion and salary increment. Nothing would please the Committee more than to be shown a method of accurate evaluation of this effectiveness, so that it could be used as one among other determinants. We have yet to find a method. Even if the student were to choose his adviser, one could not determine the adviser's effectiveness merely by counting the number of his advisees.

The Committee believes that advising will be able to play a role in the status and reward system only if the faculty becomes so committed to the advising function (which, for the Committee, is integral to the educational function) that the very commitment produces a means of reward. The faculty must decide that advising is important, and the faculty at large must expend some energy in advising. Pressure probably ought to be exerted on those of our colleagues who would rather not advise students, although the very reluctant adviser will likely not be a very good one. Perhaps, in considerations of reward and promotion, nothing more than a negative question can be asked. If a brilliant researcher does no advising, can his research contributions outweigh the absence of his contribution to the University's humanity? In some instances, the answer might have to be "No." So far as the Committee knows, the question has never been asked.

Advising in the professor's profession. The Committee has expressed its conviction that advising students is properly a part of the educational profession, that such an assumption ought if possible to be an element in consideration of reward. We suggest, moreover, that prospective faculty appointees be informed of advising obligations of Stanford faculty members. We would also suggest a more long-range way of achieving the actuality of this assumption. It has often been pointed out that among the weakest aspects of graduate education today is the failure to prepare people for their profession. Graduate students are trained to do research, but many of them are hired to be teachers and members of faculties. We do not wish to underplay research. But too little is done to train those of our graduate students who will become teachers for their actual professional functions. The Committee suggests the advisability of instruction for graduate students in the scope of the objectives and responsibilities of their chosen profession, which will help them comprehend the expectations under which they will work. Such instruction could go a long way toward making actual the ideal that professors are engaged in education, an activity that includes research and publication, classroom teaching, and the education of individual students outside of formal instruction that advising ought to be. When education in that sense becomes the basic assumption of the University's life, we will be on the way toward the fulfillment of our humanity.

Epilogue: Enablement & Surveillance

It is hoped that in such a relatively casual and self-selecting system as that proposed above, the quiet and unspectacular job that needs to be done will proceed. But responsibility for watching it must be lodged somewhere more specific than in the hearts and minds of the 20,000-odd souls of the Stanford community. There needs to be improved liaison among agencies, assurance that stated functions are being fulfilled, exhortation if not pressure for participation in both giving and receiving.

It was suggested, half jocularly, in the Committee that what is wanted is a "University humane office." The term is simplistic, but the thought is precise. To indicate, to itself and everyone else, that Stanford means its humanity, the responsibility should be assumed by a highly placed officer, of at least Associate Provost rank, whose responsibilities would include the coordination of advising and counseling structures.

The Committee remains uncertain whether the responsibility should be added to those carried by the Dean of Students, whether it should be assigned to a Dean of Undergraduate Studies–should such a position be reinstated–or whether a new position should be created. In favor of the first is the fact that the Dean of Students is now responsible for several agencies in which counseling and advising take place. On the other hand, the educational thrust of the entire program might suggest that the responsibility be held by a distinctly academic officer, such as a Dean of Undergraduate Studies. At the same time, the fact that advising and counseling must affect graduate as well as undergraduate students makes it desirable that the officer not be exclusively occupied with undergraduates. Whoever such a person might be, and whatever his title, he must be accessible to and trustable by students, command the respect and attract the cooperation of the faculty, and display remarkable virtues to non-academic staff persons.

Though the University needs someone to supervise these activities, the key to adequate achievement lies with the faculty. Without the faculty's will to improve and its energetic participation in advising, nothing will happen.

Appendix 2 Student Opinions on Advising at Stanford

This report describes the experiences, opinions, and evaluations concerning the Stanford advising system of a number of Stanford students. We circulated a questionnaire to 230 freshmen, sophomores, and seniors. About 210 of these were actually received by the students (some were overseas or had left the University). Of these, the students returned 114–a little over 50 percent–by the time we tabulated the results. This is not an especially high return rate, but there is no reason to believe that the students who returned questionnaires to us are very different from those who did not.

We ended up with data on 37 freshmen, 41 sophomores, and 36 seniors. By and large their answers to our questions were not very different, and most of the results below are presented for the whole sample.

1. Students' Descriptions of Their Problems

We asked the students five questions about potential advising problems. Eighty one percent said they had sometimes had a difficulty choosing courses to take at Stanford; 62 percent reported having had difficulty deciding on a career; 53 percent said they had experienced non-academic personal problems, and 30 percent reported serious academic difficulties. In all these cases, freshmen, sophomores, and seniors gave similar answers. Fifty-three percent of the students said they had experienced difficulty in deciding on a major, but 73 percent of the freshman and only 42 percent of the seniors have this answer. Perhaps the seniors had forgotten some of the problems they had experienced in making a decision that is by now securely completed.

We asked those who reported having experienced a given problem if they had sought advice from anyone at Stanford in dealing with it. The answers were quite revealing:

a. In deciding what courses to take, students said they sought advice from faculty members (including their adviser) and from other students. But more of them–in every class–said they talked with their fellows. Some freshmen also reported consulting with residential advisers.

b. Students who had experienced problems deciding on a major were much less likely to have talked about this problem with anyone. And apparently only a minority of these students (about 30 percent) had seriously discussed this problem with *any* member of the faculty. Those students who had discussed the problem with anyone were most likely to report having talked with their friends and fellow-students (about 33 percent).

c. Still fewer of the students who reported problems deciding on a career had sought advice from anyone. A few of the freshmen and sophomores had talked with someone. Of the 21 seniors who reported having had this problem, 5 said they had talked with faculty members (only one his adviser, however), 3 had talked with friends, 3 had gone to the Counseling and Testing Center, and 3 had gone to the Placement Office. Of course, these students are probably under-reporting their activities in this area, but still the picture is unsatisfactory.

d. Students who reported personal problems reported talking with their friends about them. Some seniors had seen psychiatrists, and a number of freshmen had talked with residential advisers about their problems. But only a minority (3) of the students reporting these kinds of problems said they had gone to any agency outside their friendship (51 percent) and residence (10 percent) circles about them.

e. The 34 students with serious academic difficulties had sometimes discussed them with no one. Freshmen had sometimes talked with residence advisers (27 percent), and sophomores and seniors with faculty members (48 percent). Only 4 students said they had gone to the Counseling and Testing Center, and only 2 said they had sought help from anyone in the office of the Dean of Students.

These data confirm the picture of the advising situation that the Committee has built up from other sources. Students consult with each other and sometimes with their advisers about what courses to take. But as their problems become more serious or more important, they are a little less likely to be able to turn to their friends, and much less likely to consult anyone else in the University. At the end of this report, we will return to this general problem, but now we turn to discuss more detailed information about why it is so.

2. The System as Seen by the Students

a. *The Agencies:* Many students do not know where the agencies of the University that have major advising responsibilities are. Only 50 percent gave correct answers when we asked where the Counseling and Testing Center is located. A few gave incorrect answers (some describing a past location), but most didn't know. Sixty-six percent knew the location of the Dean of Students Office, 59 percent located the campus psychiatric services, and 53 percent knew where the Placement Center is. Only 32 percent knew where the campus religious representatives are to be found. Accurate information increases, on all these matters, toward the senior year, but even seniors often are ignorant of the location of these services.

If levels of knowledge are low, levels of utilization also seem low. Six percent of the students said they had visited the Counseling and Testing Center within the past year for vocational advice. In all cases, they went only once or twice; 12 percent (mostly freshmen) went once or twice for testing of some sort; 10 percent reported going for personal counseling, but half of these, again, only went once or twice.

Thirty-five percent of the students (about half of them seniors) reported going to the Placement Center for advice during the last year–in almost all cases for one or two visits. Twenty percent reported seeking advice from the Dean of Students' Office. 9 percent from psychiatric services on campus, and 6 percent from such services off-campus. Nine percent reported using the campus religious ministry, and 8 percent ministers off-campus. Surprisingly, 38 percent–men–reported going to the office of the National Service Adviser for one or two visits (apparently to request forms, and so on).

We asked those students who had utilized these services to indicate how helpful they found them. We provided three answers–"not helpful," "somewhat helpful," "very helpful." By and large, their answers centered on the middle category in evaluating each service, with roughly equal numbers in the other two categories. There were a few exceptions: the few students who consulted ministers reported finding them "very helpful." Students sometimes found the National Service Adviser "very helpful." Some students found the Placement Center and the testing and evaluation services of the Counseling and Testing Center "not helpful." All these answers should be interpreted with caution, since students are evaluating these services *relative to* their *own expectations* as to what the services will provide, and these expectations may be very different from those involved in the administrative allocation of responsibilities.

We also asked the students to suggest improvements in these services, particularly in the Counseling and Testing Center. A few had suggestions to make. These centered on the need to publicize counseling services and to make students feel more free and welcome to use such services. Some students were also concerned with the need for more counseling on graduate training and career opportunities.

b. *Residential Advising:* Freshmen use the residential advising system very heavily–the sophomores and seniors much less so. Sophomores frequently consult with upperclassmen in their residence, and occasionally with their RA's, and seniors get advice from their friends, but freshmen do the bulk of residential consulting. Freshmen who have sponsors or "upperclassmen in their residences" say they consult with them "frequently" or "occasionally." If they have them, freshmen report consulting with faculty residents or tutors "occasionally" or "once or twice." RA's are rarely consulted, and dormitory directors never, by most freshmen.

The freshmen evaluate residential advising very favorably. They say that sponsors and other upperclassmen in their residences are "very" or "somewhat" helpful and give reasonably favorable ratings to tutors and faculty residents. Only RA's and dormitory directors get the kinds of ratings (centering on "somewhat helpful") typical of the bureaucratic advising agencies. Of course these ratings too are relative to the raters' expectations, but the results on these questions do seem to indicate that the residential advising structure works better than most other parts of the advising system.

c. *Publications:* The most frequently consulted publication is, of course, the catalog. Half the students report using it "frequently." The catalog is evaluated as "very helpful" by over half the students–far more than gave this rating to any other publication.

The Information and General Studies Bulletins are used once or twice a year by the typical student, although many students do not refer to them at all. They are usually rated as "somewhat helpful." The Green Sheet is consulted mostly by freshmen, who find it "very" or "somewhat" helpful.

Very few of the students, except for an occasional freshman, report using the ASSU *Stanford Handbook*. Those who do use it tend not to find it helpful. This is also true of *The Undergraduate at Stanford*. The *Course Review* is also used only by a minority (32 percent) of the students, but those who do use it find it "somewhat helpful."

d. *Advisers and Other Faculty Members:* We asked the students how often, within the past year, they had sought advice from their advisers. Twenty-five percent said "never." This answer was given by only 5 percent of the freshmen, but by 28 percent of the sophomores and by 42 percent of the seniors. The students who *had* consulted their advisers had only done so "once or twice." Only a quarter of the students said they had consulted their advisers "occasionally" or "frequently."

Other faculty members are consulted even less often. Forty percent of the students said they had "never" (within the past year) sought advice from a faculty member other than their adviser. Freshmen (because of their special courses) and seniors (because of their greater range of faculty contacts) were much more likely to have consulted such faculty members than sophomores. The organizational problem analogous to the sophomore slump is indicated by the fact that 64 percent of these students said they had never consulted a faculty member other than their adviser during the past year. This situation suggests that allowing sophomores to choose their own advisers may provide some serious difficulties for them.

Students evaluate the advice of their advisers and of other faculty members quite differently. They report their advisers as "not helpful" or "somewhat helpful." Freshmen give more of the former answers and seniors more often call their advisers "somewhat helpful." On the other hand, 42 percent of the seniors say they never consulted their advisers and consequently did not even evaluate their help.

"Other faculty members" are evaluated much more favorably. Thirty-two percent of the students say they were "very helpful"; 59 percent call them "somewhat helpful," and only 9 percent say they were "not helpful." These are complicated answers and should be considered for a moment. Presumably in picking faculty members to consult, students rely on impressions they have received of potential helpfulness. If on initial contact the student feels the faculty member will not be helpful, he does not pursue the matter. In addition, the academic course (or other basis of contact) in which the student met the faculty member may provide more of a basis for a good advising relationship than is ordinarily available with a formal academic adviser. But it is probably also true that a student expects less help from an ordinary teacher than from his adviser, so he is less likely to be disappointed with whatever he receives.

The negative evaluation of advisers is an important finding. It suggests that students have an idea on this point (in contrast to the formal advising agencies discussed above) of the need for more adequate advisers. If advisers were better informed and more highly motivated to do their jobs, the findings suggest that students might be quick to take advantage of the expanded opportunities. (It is by no means obvious, for example, that this is true of facilities for personal counseling.)

Students' negative attitudes toward advisers came out at several other points in the questionnaire.

We asked them if they felt they had consulted their advisers too little, too much, or about the right amount. Only 3 percent said they had done so too much; 57 percent said "about right," and 40 percent said they had consulted "too little." These answers in themselves suggest that students felt a need for more advising. But more information is provided by the fact that a good many students wrote in additional explanations of their answers. Some indicated that they had consulted their advisers very little, but that this was appropriate (the "right amount") since their advisers were unhelpful or incompetent. Others indicated that they had consulted "too little," precisely because their adviser couldn't or wouldn't help them.

Still more revealing answers were given to the question "Has it been helpful for you to have an assigned faculty adviser?" The freshmen split about evenly on the question: 15 said "yes," 16 said "no," and 3 gave qualified answers. The sophomores said "no," 19 to 13. The seniors said "no" more emphatically, 18, to 8 (some, of course, gave qualified answers). Given the fact that these students throughout the questionnaire indicate their need for advice, this rejection of the faculty advising system is striking.

Student views of the specific defects of the faculty advising system are indicated by their answers to the question "How could your advisers have been more helpful?" The students could write in anything they wanted; no checklist was provided. And large numbers *did* write in answers—more on this question than on any other. The answers fell into three groups. The students said advisers should a) be more available and have more time for students; b) relate personally to students and be more interested in them; and c) be better informed about their business—courses, majors, and so on.

We also asked the students what they talked about when they met their advisers. Many students indicated that they didn't talk about anything important; the adviser just signed the class lists. Others said they talked with their advisers about courses to take, or major requirements. Only a very few students indicated discussing with their advisers topics of central importance like careers, opportunities for graduate study, personal problems, and so on. Even the seniors, by and large, reported that their conversations with their advisers (if any) concerned the mechanics of registration—courses, requirements, and the like.

It should come as no surprise that when we asked the students if they believed that they should be required to see their advisers each quarter, 61 percent of the freshmen, 64 percent of the sophomores, and 90 percent of the seniors said "no." Two seniors answered that advisers should be required to see their advisees each quarter.

e. *Overseas Campuses:* In view of the possibility of student-faculty contacts at the overseas campuses, it is not surprising that the students who attended them found advice both available and helpful.

3. Leftover Problems

The students, then, seem to see advising at Stanford as existing in two parts. There are relationships with friends, upperclassmen, and residential advisers—persons who are generally very helpful but who are furthest removed from the strictly academic scene. Beyond this, the students see a more distant bureaucratic maze of the agencies, running from a little more useful (the catalog) to a little less useful (say, the Placement Center) all theoretically integrated by what really is an incompetent and disinterested adviser.

This situation leaves some broad, but still very academic, problems left over, and students are very much aware of this. We asked them:

> *During the past year, in which of the following areas (if any) did you need more information than you received?*

Only a minority of the students said they needed more information about General Studies requirements (28 percent) and major requirements (28 percent). But 75 percent said they needed more information about the quality and content of courses. Competent advisers, of course, could provide some of this information. And on three items related to careers, a majority of the students indicated that they needed more information. Fifty-six percent said they needed information about courses to take to prepare for possible careers; 62 percent said they needed information about various careers themselves; and 56 percent said they needed information about the careers to which a given major might lead. These percentages are all very high—especially since they lie in an area that the academic advising system ought to be able to handle. Agencies and advisers in a large university may be unable to develop personal relationships with each student. But they should be able to inform him effectively about careers for which he is being prepared.

On this point students are aware of the deficiencies of the advice they receive. But in other areas, it seems as if they accept, or at least adapt to, the weakness of the advising structure. At the beginning of the questionnaire we asked the students some hypothetical questions:

> *What advice would you give a friend in each of the following circumstances?*
>
> *What alternatives would you recommend he consider? Where, in the University, would you recommend he go?*
>
> a. A freshman friend tells you that his courses seem meaningless, and he has gotten some bad grades. He feels left out and is not sure where he is going to live next year. He is quite disturbed by these things and wants to talk with somebody about them.
>
> b. A sophomore friend has taken mostly General Studies courses. Nothing has really interested him sufficiently for him to get further involved in it. He isn't sure, any more, what he wants to do in the long run and wants to talk with somebody about it.
>
> c. A junior or senior friend, who is well along in his major, is not at all sure what he wants to do after graduation. He would like to talk with someone about this problem.

We asked these questions to see what kinds of advising sources would come to the minds of the students as they thought about these problems. Given their picture of the advising world, where would they encourage friends with these rather common student problems to go?

The answers are quite revealing. In answer to question (a) 17 of the 37 freshmen suggest that he consult with a residence adviser, 13 suggest he talk with fellow students (friends or upperclassmen), 13 say they would talk with him about his problems themselves; only 10 suggest that he talk with his adviser, 4 suggest a teacher, 2 suggest the Counseling and Testing Center; 2 more suggest a psychiatrist at the Health Center, while 6 freshmen suggested that the student should try to find good and interesting courses to take.

What do sophomores suggest for the friend with problem (b)—the sophomore problem? Of the 41 sophomores, 8 suggested that he consult friends or upperclassmen, 5 said they would talk to him themselves, 8 suggested residence advisers. Only 9 thought of his adviser, and only 4 thought he should talk with a teacher. But one of the agencies did come to the minds of a number of students—13 thought he should go to the Counseling and Testing Center.

Seniors' suggestions for the friend with problem (c) are quite similar. Of the 36 seniors, 11 suggest Counseling and Testing, but only 3 think of the Placement Center; 4 suggest fellow students, and 4 say they would talk with him themselves. Twelve suggest faculty members, but only 5 mention his adviser.

It is interesting that the freshmen can make many more suggestions for their problem—one of emotional adjustment to the University community—than the seniors can for their problem, which more directly concerns the formal educational matter of the career. The freshmen average 2.1 suggestions apiece, while the seniors average only 1.3. The residential advising system, the friendship nets, and the ties of respect between more and less experienced students can make up for some of the weaknesses of the advising system, but not for all of them.

Sub-Committee: Anne Osborn, Michael Roster, John W. Meyer, *Chairman*

Appendix 3 Faculty Perceptions of Advising

The following is a tabulation of answers to the questions given in a series of 17 interviews with selected faculty members. The faculty members interviewed ranged from instructor to professor, and included one General Studies adviser from the Admissions Office. They were selected to provide a range of fields and subject specialties, to include both General Studies advisers and those who are not General Studies advisers. The interviews were individually conducted and lasted from about 40 minutes to a little over an hour each. Interviews were conducted by John K. Vennard and Edwin M. Good, and the tabulation of responses, taken from the interviewers' notes, was done by Mr. Vennard.

Numbers following responses indicate the number of persons making this reply; where no number appears, only one person made this response.

1. *Do you think that advising students should be one of the obligations of all faculty members? If not, why? If of only some faculty members, which ones and why?*

Yes: 2
Yes for teaching faculty: 5
No: 6
Some are poor, bad, not well-suited, don't want to, ineffective, uninterested, incompetent.

Departmental obligation to get the job done. Motivation must come from faculty member himself but it the department chairmen were more concerned, advisers might be more enthusiastic.

If so, and if only some faculty members, to what degree should the following be obligatory:

Advising graduate students?

All faculty: 3. Worked out by department: 3. A few faculty handle all graduate students up to dissertation stage: 2. Graduate students need little orientation: 1.

Advising undergraduate majors in your field?

Worked out by department: 4. All faculty in department: 2. All faculty who teach undergraduates: 1. Advising valuable to faculty if willing. Student chooses own adviser.

Advising undeclared freshmen and sophomores? (If this last should not be obligation, who should advise such students?)

Freshmen: Senior faculty: 1. Juniors and Seniors: 2. Should be voluntary: 3.
Sophomores: A few delegated for this: 2. Only if absolutely necessary.

How do you think your colleagues in your department think about these matters?

All faculty should do some advising. Most would rather not advise undergraduates. Don't mind departmental majors; object to General Studies advising. Advising a necessary chore. A few enjoy it. Departmental advising taken for granted. Graduate student advising taken seriously. Object to time spent waiting for students on registration days. Young faculty oriented toward graduate students; advising of General Studies a chore. Graduate advising viewed as an obligation, the remainder viewed more as a "good turn". Advising of General Studies takes the most knowledge and understanding. Freshman advising lowest in popularity.

2. *How many advisees do you have?* (Numbers above line identify individual subjects responding here and throughout.)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
0	40	10	27	20	26	20	20	12	24	28	40	20	53	40

How many graduate advisees?

0	10	10	0	0	3	3	0	4	0	3	4	0	3	16

How many undergraduate major advisees?

0	30	0	17	0	1	17	0	8	24	10	6	0	25	0

How many General Studies advisees?

0	0	0	10	20	22	0	20	0	0	15	30	20	25	24

Maximum desired?

	45	20	20	20		27	22	15	25	25	20	30		

By what mechanisms do students become your advisees?
Registrar's assignment?

Yes: 7

Departmental assignment? Who does the assigning?

By secretaries: 5. By professors in charge of majors: 2.
By chairman: 1. By committee: 1.

Student request?

Usually. Fairly often. Sometimes. Few. A couple of instances. Small percentage. By M.A.'s and Ph.D.'s.

Your own request?

Yes (Ph.D.'s). Never. Rarely. Occasionally. Sometimes.

Do you think you have too many advisees to handle them properly?

No: 10. Yes: 2.

Would you be willing to have more?

Yes: 4. Yes if necessary: 1. Reluctant: 2. No: 2. A few: 1.

Note: Many advisers were quite willing to have more advisees providing that only a small percentage continued to come in to see them!

3. *What other University services that offer help to students do you know about?*

Counseling and Testing: 13. Cowell: 10. Placement: 7. Dormitory Staff: 6. Dean of Students: 5. Campus Ministry: 3. Financial Aids: 3. Faculty associates: 2. Career Day, Registrar, Medical School, I-Center, Coaches: 1 each.

Do you think others, not now offered, are needed?

No: 6, but one of these said present services should be used more.

Yes: 8. Their comments were:

> Need education on coordination of emotional response with intellectual. Expand Counseling and Testing and improve Selective Service, including C.O.'s. Need personal counseling less psychologically oriented than at Cowell. Every student should feel that he has someone he can talk to. Need to expand psychiatric staff to provide longer and deeper therapy. Need more encounter groups. Could use a Study Bureau modeled after the one at Harvard. Project Encounter seems promising.

Do you ever refer students to such services? Which students to which ones? (examples, if possible)

To Cowell: The psychologically ill, hostile, suicidal, psychotic.
To Counseling and Testing: For vocational testing, improvement of study habits; those in academic trouble; those with speech problems.
To Placement: For career advice.
One does not use referral but talks sympathetically with students about their problems; with discussion the problems sometimes disappear.

4. *With General Studies advisees:*
   How often do you see them?

   Very little, some not at all, especially sophomores.
   Freshmen, twice a quarter, sophomores once a quarter.
   About every three weeks. Twice a quarter.
   5 once a month; 25 once a quarter.
   3 times a quarter, once a quarter. Very frequently.

   Do you ever ask them to come in?

   No: 3. Yes: 5.

   If so, for what purposes?

   Academic trouble. Personal problems. Illness.

   Do they ever seek you out except at pre-reg times?

   Yes, a few: 7. Often: 1.

   If so, for what purposes?

   Academic trouble. Programs. Personal. Requirements. Living situation. Classes. Just to talk.

   Do you know the intellectual interests and major plans of General Studies advisees?

   Not really, see courses and draw general conclusions. Variable. Superficially. Know a few fairly well. Try to keep track. Not well-formulated. Most don't have any! Only a few. About 80 percent of them.

What do you talk about with General Studies advisees?

Mostly majors and careers. Also foreign campuses, summer jobs, courses, academic progress, extracurricular, residence perceptions. One replied: "the whole gamut: personal, career, academics, financial, girl friend."

5. *With undergraduate majors and graduate advisees:*
   How often do you see them?

   Once a quarter: 4. Two or three times a quarter: 3. Four to five times a quarter for graduate students. Graduates very frequently. Graduates once a week. Once a year. Twice a week for honor students in seminar. Graduates twice a month. Four to five times a quarter for students who serve on student-faculty committee. No pattern, can't say. See them in classes all the time. See some almost daily. Highly variable: from zero to twenty times a year.

   Do you ever ask them to come in?

   Yes: 4. No: 4. Majors rarely, graduates yes. Not in so many words. Encourage them in a general way.

   If so, for what purpose?

   Midterm reports. Research. Summer jobs. Academic programs. Graduate school. Scholarships.

   Do they ever seek you out except at pre-reg time?

   Yes: 11. No: 0. Many yeses hedged by "but only a small percent, etc."

   If so, for what purpose?

   Academic work. Programs. Recommendations. Graduate work. Advice on courses. Information on major, jobs, financial, anything.

   Do you know the career objectives of your major and graduate advisees?

   Yes: 6. Graduates yes, majors no: 2. Honor students yes: 1. Yes, of those who come in.

   What kinds of careers do undergraduate majors in your department consider?

   Careers for A.B. and B.S. not tabulated.

   On which of these can you give sound advice for preparation and information on what they may expect?

   Most: 3. Half: 3. Few: 1. Only for own field: 1.

   What kinds of careers do graduate students consider?

   Not tabulated.

   On which of them can you give sound advice?

   All: 5. Most: 1. Half: 1. Few: 1. Only for own field: 1.

Do you regularly discuss with majors and graduate students questions other than academic ones?
Personal problems?
Social problems and issues?
Vocational decisions?

Yes, all three: 10. Social issues only: 1.

If so, do you find these subjects usually broached by the students, or do you usually bring them up?

Students: 8. Students and adviser: 3.

6. *Do you find that you act as an informal adviser rather regularly to students who are not your advisees?*

Yes: 15. Occasionally: 1. No, not much: 1.

Roughly how many? (Emphasis on a regular basis, not just once or twice casually)

(per quarter)

30 25 20 20 15 10 5 5 3 3

How important do you think it is to be receptive to such students?

Fantastically: 1. Hugely: 1. Very: 8. Extremely: 1. Fairly: 1. Quite, but a lost cause if they are on drugs. Important but they never seem to come at office hours; some control needed here.

How do they come to seek you out? From taking courses?

Yes: 13.

Casual acquaintance otherwise?

Yes: 6.

Acquaintance through University functions?

Yes: 6.

Other?

Committee service. Referral by students. Knowledge of the theater. European experience stimulates this. Participation in experiments. Art has odd affinity for hippie types.

7. *Could you give effective advice on academic matters to students not majoring in your department? What departments do you think you could advise students about?*

Yes: 2. Yes, some: 4. No: 3. Not very. Within limits. I doubt it. Yes on general matters. Depends on student and program.

8. *What types of personal problems of students do you feel competent to handle?*

Have average competence but don't wish to get involved.
Any mature person can help in problems of maturity but few know how.

What parents think about student actions.
Can simply give supportive advice.
None, often all that is wanted is to listen.
Understanding requirements, residence alternatives, sympathetic listener to love problems.
Parents, teaching, vocational. Impatient with those who just want to talk about themselves.
Can't handle any really, but willing to listen.
Acceptance by others, gripes about "them", family, drinking, homosexuality, feeling of insecurity.
Almost any unless student at point of breakdown.
Handle? I mostly listen to residence problems, drug use, intellectual questions, not deriving much from University.
Inability to form good study habits.
Roommate problems.
Communication: with parents, interpersonal, barriers.
Morale problems, discouragement, situational.

What types do you feel especially incompetent to handle?

Psychiatric: 6.
Depression, feelings about people and society.
Not *types*, but severity.
Range of experience fairly small.
How they spend money, embarrassment at sexual problems.
Intradepartmental problems.

What do you (or would you) do if confronted with such a problem?

Refer to professionals: 8.
Refer the student but first find out where.
Urge student to go to place of referral.
Talk it out; listen.
Find out intentions; suggest (not refer to) Cowell.
Listen; see what happens; maybe problem can be talked away.

9. *Do you feel that you spend more time than you should in advising?*

No: 10. Yes, a little. Yes, with graduate students.

If so, why?

Enjoy their company. Too many letters of recommendation for seniors.
Students must be able to get advised.

If not, do you feel you should spend more time?

No: 2. Yes: 1.
Not particularly.
Probably should.
Can make real contribution here, do not wish to curtail.
Wish I had more spontaneous ways of meeting advisees.
Wouldn't mind if time spent to constructive purpose.
Would like to if advisers were closer.
Yes–I spend the time waiting for students who don't show up.

What kinds of help do you think you need in solving advising problems?
Basically informational?
Stated policies?
General knowledge of the University?

Nothing new needed: 10.
Advisers Handbook very helpful: 3.
Better course descriptions: 2.
More current information from School of Education.
Summary of new projects initiated by Counseling and Testing.

Do you think an orientation program for new faculty members would be a good idea?

Yes: 7.
Could be helpful but might be boring.
Senior appointees would resent this, young ones like it.
Might be a good idea.
If short, sweet, and not compulsory.
Two hours of this about right.
Risky if dull; better if departments approve.
Not for advising only.
Use a faculty handbook instead: 2.
Should have meetings for advisers: 2.
Hard to know what to cover.
New faculty would feel more secure.

10. *Does your department take advising into account in considerations of promotion, tenure, and/or salary increases?*

Don't know: 5. No: 3.
Not formally. Think so but not sure.
I doubt it.
Seems to be considered flunky work.
If it becomes excessive.

If so, how important is it, and how is a decision made?
Relatively unimportant, not much weight, by department head.

If not, should advising be a factor?

Yes: 4. As part of teaching: 4.
Not really.
Probably not, too difficult to assess.
Difficult to do.
Only in a very general way.
A frosting.
Not weighty.
Teaching *may* not get enough weight, advising even less.

How could advising be evaluated so as to be a factor in the reward system?

Ask faculty: 2. Ask students: 2. Ask students but dubious of validity of answers: 2.
Carries its own reward, an interesting experience.
Easiest in departments but no way known of evaluation.

Split the faculty; some to publish, others to advise.
How make an objective evaluation?
Advising effectiveness not measurable.
More difficult than teaching evaluation.

Would you be in favor of extra pay for advisers?

No: 6. Yes: 2.
Uncertain. Don't know. Possibly. Yes for General Studies advising.
A matter of time not money.
Too difficult to gauge the output.

Or reduction of teaching load?

Some faculty enjoy both teaching and advising.
Better than extra pay.
Might work but departmental situations are different.
Princeton does this.
Not necessary in my department where loads are light.
Might make for 1st and 2nd class professors.
Need more student-faculty contact, not less.
Impractical in my department.
Might reduce independent study.
Reduction of some kind of load.

11. *How effective do you think the advising done in your department is?*

Excellent to terrible.
Quite good.
Quite effective.
Not exceptional but not bad.
Not tremendously.
Graduate advising most deficient, other advising good.
Disorganized, ineffective, little management or thought.
No better than moderately.
Quite good—for those who use it.
Not impressive but not inadequate.
Graduate fairly good, undergraduate pretty poor.
Not too strong for undergraduates, M.S. good, Ph.D. excellent.
Rather good: young faculty concerned, doing good job.

How effective do you think your own advising is?

Good to unhelpful. Pretty good. OK. Moderately good.
Adequate but not brilliant. Fairly good. All right.
About average; do not regard it as unpleasant chore.
Very good for those who come in.
Satisfied in a global way and student seems to be.
Better than department average because have more contacts.
Less effective this year than last.
Ineffective; travel too much in the autumn.
Not bad but not as good as capable of, hampered by students not coming in.

12. *Any other comments? Have you read the Advising and Counseling Committee's position paper, and do you have comments on it?*

Need devices to entice faculty into advising students. Am sure they would find it interesting and rewarding. It could do more good for the professor than the students!

Advising is somewhat superfluous. Student can read printed matter and some do; often the brightest students. All adviser does is point out rules and how to meet them. General Studies packet in autumn is terribly full; bare essentials, one sheet of instructions, should be provided at least one day before.

Biology Department. During advising time Room 325 has records. Managed by various people. Specific advisers not assigned; student gets who is there when he comes. Disadvantage of lack of knowledge along way of students, advantage of variety of advice. Rather impersonal–students think it's lousy. Nobody to whom they can talk about career. I enjoy it; with experience should improve.

Impression that position paper covered points pretty well. Gripes: unequal distribution, too heavy burden on General Studies advisers, no selection factors. Stanford freshmen have difficulty interacting with faculty, especially men. Suggest coffee hours for professors, especially for those who teach large classes.

Read position paper but no particular comments. All departments ought to have somebody officially designated as adviser for anyone who wants to know anything about the department. (Departmental representatives are supposed to fill this slot–JKV.)

Position paper brought out some things of common knowledge. Important issues. Student ability to choose advisers may be good idea. Is an advising system necessary? Not all students will go get advice. Advisers can sometimes give bad advice. I love advising and wish to do more with it. No greater need in the University. More than academic. Student needs someone to whom he can turn, on anything.

The fact that student can change study card after it is signed makes advising ineffective. I read position paper but this week made it impossible to think about it. Student-faculty ratio is high. Chance contacts need to be increased. Younger faculty do better advising.

Have skimmed position paper and it has my general approval. Am against the use of professional advisers; it destroys student contacts with the faculty. Wish it were possible to somehow strengthen this contact and separate it from departmental requirements, etc. Requirements and programs are not very productive of solid relationships between students and faculty.

Advising is most meaningful if it is trusting and open. Departments could help by publishing courses for different objectives, what courses are being offered, what faculty are "around" (there are always many on leave). Present General Studies advising operation is a very good one. Transfer students should be given the very best advisers.

General Studies scheme for assigning advisers works fine for me; nearly all my advisees are interested in some branch of science. Allowing upperclassmen to contact their advisers only once a year was a mistake; should return to once per quarter.

I favor combination of publications. The *General Studies Bulletin* is not really necessary. The advising situation and its problems are difficult, maybe impossible, to solve. There is not enough faculty interest in advising to expect that the Trancos experiment can be multiplied by 12. I have noted deterioration of the adviser-advisee relationship since the first two years of the house oriented plan. I have been an adviser associate in FloMo for some years and the foregoing remarks are to be applied only to that particular living situation.

Should use students as advisers, especially for freshmen and sophomores. Advising by sponsors shows that they can do a better job than professors can. Student should advise himself as much as possible but must be knowledgeable and have sufficient maturity and judgment to be able to tell where he is academically and personally. Must be taught and encouraged to take responsibility for this. (We have urged this for many years–JKV.) Must train students for an ability to respond. More individual work needed to promote this. Counselling generally should be self-referral. Much self-counselling occurs in discussion and encounter classes. Discussion format best for counselling, where a psychiatric situation does not exist. Some senior colloqs accomplish this.

I read the position paper and found it good but there is some danger of getting too complicated a system to manage. Should submerge the details and stay on the big issues. Graduate advising is fixed by the stature of the profession rather than by the particular university.

June 26, 1968

Appendix 4 Sample Descriptions of Advising Programs as They Might Appear in *Advising, Courses, and Degrees*

The Stanford Curriculum

[Herein a statement of the purposes and requirements of the undergraduate curriculum.]

The University Adviser

Purpose. The specific course requirements of the Stanford undergraduate curriculum are intentionally few in number on the assumption that meaning and coherence of a university education cannot be achieved by an elaborate set of regulations imposed upon a highly diverse student body. Rather, the emphasis for finding this meaning and coherence has been placed primarily with the individual student.

The search for such meaning and coherence–for unity of a liberal education, a major department focus, and a subsequent career choice–is a very personal process involving many questions which only the student himself ultimately can answer. Yet there are many instances in which the advice and counsel of senior faculty members–persons who are vitally concerned with higher education and who have long experience in working with students–can be of fundamental assistance. To provide this assistance is the purpose of the University Adviser.

Assignment and Selection. Each student new to the University will be assigned at the beginning of his first year to an advising unit related to a University residence.

By the end of the first year, it is expected that each student will have come to know at least one faculty member whom the student can designate as his University Adviser. Often this will be a faculty member who has taught a freshman seminar, who has taught some other undergraduate course, or who has participated in a special program in the student's residence.

Selection of a University Adviser is entirely a student's own decision, and he may change advisers whenever he wishes. All departments, for example, provide optional or required advising programs for potential majors and declared majors, and students may designate a Department Adviser as a University Adviser. Many students, however, may wish to retain their University Adviser throughout the undergraduate years even as they pursue a major which is outside the University Adviser's particular field.

Whenever a student wishes to declare or change a University Adviser or a major, he should go to the Advising Office in the Old Union. This Advising Office can also provide assistance to students who are having difficulty selecting an adviser or a major.

The Department Adviser

Advising programs for students who are interested in possible majors and for students who declare a specific major are provided by each department of the University. Sometimes these programs are required, but usually they are optional. Department advising programs are described elsewhere in the catalog under particular department headings.

The Adviser as an Advocate

[Herein a statement on what University and Department Advisers can do:

– –recommend to the faculty body in charge of curriculum certain waivers of requirements;

– –help call attention to special financial aid needs;

--write letters of recommendation, having on file a student's transcript, quarterly grade report, information card, and copies of class papers which a student might submit to the adviser;

--etc.]

Departmental Programs

The conjunction of department names and the patterns of advising is purely arbitrary.

Biological Sciences

Faculty
Offerings and Facilities
Programs of Advising

Advising Panel: (-----) Autumn Quarter
(-----) Winter Quarter
(-----) Spring Quarter

Advising Program. Students interested in biology or in certain pre-professional programs related to biology are referred to the typical programs outlined below. Any questions should be referred to the undergraduate adviser who is listed above. This adviser has been specifically designated by the department to advise tentative majors and declared majors. He carries a reduced teaching load and maintains regular office hours for students.

Programs of Study
Courses --

Philosophy

Faculty
Offerings and Facilities
Programs of Advising

Departmental Advising Committee: [Herein the names of professors, graduate students, and undergraduates who develop and supervise the advising program.]

Advising for students interested in philosophy as a major. Students who think they are interested in philosophy as a major are advised to take any of the courses numbered 1 to 30, as these courses give a general insight into the substance of the discipline. In addition, students interested in philosophy–no matter how uncertain they might be about majoring–are encouraged to meet with a member of the department advising committee (listed above). Arrangements for such a meeting can be made through the department secretary. These advisers can provide frank information about the department and about the study of philosophy in general. They have on file reading lists and syllabi of courses being taught now and in the future. The advisers can also arrange for students to sit in on special department seminars and upperdivision courses.

Advising for students majoring in philosophy. It is the opinion of this department that in the pursuit of a particular academic focus, there is no substitute for one-to-one student-faculty contact. Consequently, the undergraduate advising program for philosophy majors is central to the major itself and is required of all students.

A student who declares philosophy as a major will be asked, sometime within the subsequent two quarters, to designate a member of the department as his adviser-tutor. The student, with the assistance of his tutor, shall then plan a program of study that meets the requirements of the A.B. degree. In addition, the student shall complete from 4 to 9 units of tutorial instruction under his tutor, as described below.

Programs of Study
Courses –

Political Science

Faculty
Offerings and Facilities
Programs of Advising

Department Advising Committee: [Herein the names of one faculty member and one undergraduate representing each of the six areas of concentration in the department.]

Advising for students interested in political science. Students who are interested in political science are advised to take any of the courses in the 1, 10, 15, or 20 series. These courses can apply to the required units for a major or, for students who decide not to major, can apply toward General Studies unit requirements.

While each of these introductory courses is taught in lecture form, students also meet weekly in small discussion groups. Prospective majors will be assigned to special discussion groups where, in addition to focusing on the material in the course, consideration will be given to the study of political science as a whole.

Prospective majors are also encouraged to meet with any of the department representatives (listed above) who can answer questions about the department. These representatives have information about various department colloquia that take place throughout the year and which can be of interest to undergraduates.

Advising for students majoring in political science. The department advising program is purely optional. Students who wish an adviser in political science, however, may designate a professor from any of the areas of concentration.

In addition to the seminars, which are required of all majors, attention is called to the course numbered 190, Modern Trends in Political Science. This is a course taught once a year by the full department faculty. The format consists of the presentation each week of a paper on a recent problem which relates to the study of political thought and institutions. In the past, papers have included such topics as "The Warren Court in Perspective," "Marxism and Radical Thought," "The End of Greek Democracy: 1967," and "Stress in U.S.-Japanese Relations." Considerable time is spent during each session in critical discussion, and guests often include men in administration, government, foreign service, and politics. Students have found this course extremely helpful in the choice of graduate study or potential careers.

Programs of Study
Courses –

Pre-Law

Advisers: [Herein a list of faculty members from the law school, faculty members in related disciplines, and qualified law students.]

Courses and Advising. As in most pre-professional fields, Stanford offers no major in pre-law. Indeed, the best course of study for pre-law training is one based in a liberal education and grounded in the humanities, social sciences, and natural sciences. Effective oral and written expression are central to the lawyer's work, and undergraduate preparation should include several courses where writing and discussion are emphasized. The lawyer often serves as a mediator between conflicting parties, and an appreciation of psychology, sociology, and the other social sciences is important. Finally, in an era of constant technological change, the modern lawyer frequently is called upon for an understanding of the natural and applied sciences.

While undergraduates should therefore give primary attention to the purposes of general education, Stanford offers several courses that can give, in very limited scope, a feel for what the study of law is all about. These courses include the following, which are described in detail under department headings:

Philosophy 179: Philosophy of Law
Law 104: Law in Society
Political Science 170, 173, 175: American Supreme Court

Finally, students who are at all interested in law school should contact any of the advisers listed above. Appointments can be made through the receptionist in the law school or directly with the advisers. These advisers have access to catalogs from most law schools, have lists of interview schedules of law school representatives, and are familiar with interpretation of the Law School Aptitude Test scores. A student, if he wishes, may designate any of these advisers as his University Adviser.

Appendix 5 Vocational & Personal Counseling Agencies

A. *Introduction*

It is the somewhat misguided hope of an entering college student that the aim, or at least a part, of the content of the educational curriculum is relevant to his anticipated or potential career choice. He may also hope that the faculty he is to encounter in his courses may speak *to him* out of their wisdom about a vocational future.

In actual practice, the student is confronted in his day-to-day labors with courses mostly of a specialized nature and must restrict his work goals to meet the course requirements imposed by a faculty who themselves are specialists. The student after his sophomore year is himself asked to specialize, hence to declare a major field, and to acquire depth in a restrictive area of study that may have little bearing on a career goal. Nevertheless, he may indulge in a luxury of love for literature (for example) and emerge an "educated man" without ever having seriously considered or having been asked to think of his real future.

The faculty as specialists are seldom prepared to converse with their students and advisees about matters that concern the choice for a profession, a real vocation, and profitable work. General Studies and academic major advisers are considered to be sympathetic to the needs of younger students. But save for a few fields, e.g., engineering, medicine, the ministry, clinical psychology, teaching, cannot advise effectively out of their own experience, yet it is implicit that they are expected to do so. Partly for that reason, and possibly because a university faculty is increasingly preoccupied with other scholarly endeavor, a potentially productive, rewarding, and fulfilling relationship often evolves into a by-the-numbers experience, personally sterile for the participants, culminating in card-signing. Simultaneously, students are under external pressure to achieve well, although concurrently to have determined their career goal.

"They see a career choice as that invisible life-line connecting them with the adult world. It can be a gentle pull toward full development, a strangling conception of what the adult world demands, or a broken line of communication that leaves a young person with a sense of isolation and desperation."*

Precedents and facilities exist at this University that could well provide alternatives to the present system of advising at the general studies and freshman level and provide effective guidance at a more advanced or vocational level, possibly beginning as early as the freshman year. It was a purpose of this subcommittee to look into the feasibility of establishing a Career Guidance Center as an adjunct to undergraduate advising, in order that career direction and attendant educational motivations may be established as early as the undergraduate student has a clue to his future. At the point when the undergraduate may be said to move from an undifferentiated state often characteristic of the freshman-sophomore level he is confronted with the necessity of employing his skills and inclinations to determine a practical goal, which he may view as his vocational future. This last is not to be confused with the selection of an academic major, which may be viewed as a necessary (?) interim step, designated by the University to require learning in depth in a single discipline, yet still pre-vocational.

One question involved in the committee deliberation was the advisability of creating *de novo*, or building on the present Counseling and Testing Center, or expansion of the University Placement Service. Another question concerned University responsibility for the center: should such a facility continue, as now, an adjunct of the Dean of Students Office, or should it fall under the aegis of faculty control?

The subcommittee, composed of Judy Francis (student), Ray Bacchetti (administration), and Donald Stilwell (faculty), has conducted committee-of-the-whole interviews with representatives of Counseling and Testing and the University Placement Service, and individually with various University personnel in these and other offices. One member spent a four-hour morning attempting to familiarize

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*H. A. Korn, *Careers: Choice, Chance and Inertia*, p. 373.

himself with the routine and activities of the Counseling and Testing Center, by speaking with counselors, staff, and by reviewing its facilities. It was not the intent of the committee to study in depth, for lack of time, or to cast value judgments upon the organizations or individuals involved, but rather to gather whatever facts and impressions were readily available in a period of less than a month.

B. *A brief statement of the advising problem*

Over 80 percent of Stanford graduating students enroll in graduate degree programs. There is no appointed, specifically trained corps of University representatives to aid a student in selecting his field, or to choose a balanced, realistic, and personalized group of schools to apply to. Clinical psychologists (as in C. and T.) no matter how devoted to duty, or even business and professional people, can speak for the vocation of the law, education, medicine, the ministry, or the complex personnel requirements for government and industry.

There is no man for all scholars.

About 12 1/2 percent of Stanford undergraduates aim toward medicine; there are 10 pre-medical advisers with a total of 54 years formal advising activity. About 8 to 10 percent each of undergraduates eventually declare business or law; there are no business or law representatives except in the most informal sense (i.e., the Assistant Dean who sees the occasional student referred from C. and T. or Placement, or the interested walk-in). Three School of Education faculty members are General Studies advisers. Needless to say, banking, government, insurance, and the most common vocations are totally unrepresented in advising at Stanford. This is not to say that considerable exchange does not take place somewhere within the University. But where at Stanford can the sophomore, junior, or senior learn to cope with his inchoate, unorganized expressions of self-realization, and to combine effectively his skills, interests, and aptitudes in any directed or pragmatic way?

C. *Counseling and Testing Center*

1. The main functions of the Center are:

a. Personal counseling, isolated or combined with
b. Vocational testing and guidance;
c. Instruction in reading and studying skills (30–45 students each quarter);
d. Administration of psychological, vocational, and interest tests and concomitant research involving Stanford students and faculty;
e. Training-on-the-job of Psychology Department graduate students.

2. Personnel of the Center consists of 10 professional psychological counselors, five of them full time, and several appropriate supporting technical personnel, such as two psychometrists, various clerical and semi-technical help. (Consulting psychiatrists are located at Cowell Student Health Center.)

Shelves of university catalogues representing most of the major schools are to be found. There is a well-organized file of job descriptions, kept current, assembled from industry, business, government, as well as brochures of variable usefulness gathered from a wide variety of sources.

3. The Counseling and Testing Center employs a guidance approach, which uses personnel trained in psychological counseling. It assumes as a valid basis for indicating probable vocational and career choice the usefulness of the Strong Vocational Interest Blank, the Kuder (specific interests) test, the Allport-Vernon (study of theoretical ability, economic, aesthetic, social, political, religious) evaluation, MMPI and CPI (personality and adjustment) tests, special aptitudes (mechanical, engineering-physical sciences, design, sales, supervisory) tests, and a variety of reading-study, intelligence-scholastic aptitude, achievement, placement, culture, and intelligence tests.

4. The inquiring student is interviewed for about 30 minutes by a counselor, tests are assigned and taken in another 1–3 hours, then he is re-interviewed and advised in the interpretation of these results by the same counselor. He is then permitted to read descriptions of jobs in the Center's files.

5. No career counselors are available at the Center; few referrals are made to Placement; a few students *may* then find their way to advisers who are qualified to counsel them in the career(s) that may have been suggested in the above process. There is little or no contact with the external world of work. It is concluded that whatever value may emerge from testing and counseling is largely dissipated in the lack of an effective follow-up, through a link with an experienced advisory corps.

6. Counselors at Counseling and Testing are experienced, trained clinical psychologists, competent to deal with personal and emotional conditions afflicting the University student. It is in this area that Counseling and Testing expresses its most specific and effective influence. As in the adult community this particular therapeutic function overlaps broadly with similar activities of the Health Center, there termed "psychiatric." Although there is free referral between the two centers, there exists understandable confusion in the view of students, staff, and faculty as to which ought to be the primary facility for referral of the confused or "sick" student. Doubtless this has been discussed by the staffs of these centers, but advice on how to proceed has been slow to reach the University. Fusion might solve these conflicts.

7. Counseling and Testing suffers from its image in the eyes of the University community as a clinic dealing with psychological problems. Its function as a testing vocational counseling center is thereby diminished, made less visible, and perhaps is less effective as a result.

8. As a vocational counseling facility C. and T. loses usefulness to the student body in not providing follow-up advisers among the faculty and other external supporting personnel, who are knowing and professionally experienced advisers in the careers and fields commonly chosen by Stanford students ultimately.

9. It is not entirely redundant to point out again that *nowhere* in this University is there a systematic set of arrangements to provide undergraduate counseling in law, business, industry, finance, government, teaching, the physical sciences: in short, the ordinary range of occupations. Where may a student go at Stanford to seek help in deciding on vocation as a younger undergraduate? Of equal importance to the 80-plus percent who go on to graduate training is the real dilemma suffered as a junior or senior. What knowing adult can speak to him from personal experience concerning the infinite variety of jobs and careers; what experienced person can help him to choose graduate schools realistically with specific attention to personal suitability, expectation for acceptance, and academic worth? It is the hope of an undecided, academically capable Stanford undergraduate, searching (vainly?) for a clue to his place in the real world, to find a sympathetic and eloquent adult adviser to help steer him toward a goal from which he is separated by perhaps three undergraduate, and two or more graduate years of preparation.

10. Research: A fair proportion of the hourly effort of C. and T. goes into analysis of whatever student personality and vocational testing comes out of its own programs of investigation, from testing entering freshmen, and other sources from which the Center may derive its material. It is impossible to estimate the effort each staff member devotes to his own research. Since the Center reports to the Dean of Students it is presumed that he acts on whatever material is useful to that office and either disseminates the items further or files them. Three full-time C. and T. staff members hold teaching appointments (Black, Psychology; Browning, Education; Lyon, Education) and one other has a joint appointment (Korn, Institute for the Study of Human Problems). They

and others publish research material in professional journals or in other published studies concerned with the university student.

It is difficult to determine the influence of these investigations in policy and in educational programs of the University. It is equally uncertain which of the research programs is supported by outside agencies and which by Stanford, and to what ultimate advantage. Perhaps it is the result of these undeterminable factors that a veil of uncertainty surrounds the research activities of the Center. What activity is supported by and valuable to the University; what is externally funded and published; what proportion of staff time financed by Stanford is channeled intramurally?

11. Goals and future plans of C. and T.: Counseling and Testing Center personnel expressed the need to evoke departmental response for professional vocational and career advisers and to develop closer liaison with Placement. It is suggested that a responsible person be employed to accomplish this liaison. The Center emphasizes the need for training of competent advisers, but nevertheless we gain the impression that it is fundamentally satisfied with the conventional role it has filled for many years. Counseling and Testing is a student service center without any great plans for the future or for immediate and sweeping change, in spite of the real need and demand for career guidance. It remains isolated from career reality by the fact that it has little connection with the professions and industry, and that it forms too little liaison with Placement, and with schools, departments, advisers, and guidance facilities abundantly utilizable, although unutilized, on this campus.

D. *The Placement Service*

1. The main stated functions of the Service are to assist students and graduates to obtain or change employment in the kinds of work for which they have prepared themselves and to assist students to find suitable part-time work while attending the University, or during vacations, and to help locate part- or full-time work for their wives or dependents. The Service acts also to place registrants not University affiliated into Stanford or the local community.

A management consultant study in October 1966 stated that the Service is *not* fulfilling a needed objective in giving inquiring students and graduates accurate information concerning most opportunities in different areas of employment. It has been added by Ralph W. Keller, Director, that the P.S. might well fulfill another function, that of constituting an integral part in the process of education. This could be accomplished by making available to students information and formal vocational advising that bear on their educational plans and by supplying facts necessary to prepare for career goals.

2. Personnel of the Center: There are three (or more) full-time professional placement advisers, complemented by a number of part-time individuals. They are supported by various technicians and a secretariat, who keep student records and who assist students in contacting sources of external job placement. Facilities are provided that bring students into effective contact with employers, also maximizing liaison between the Service and the substrate of jobs.

3. Placement Service puts emphasis on vocational counseling by representatives in various fields of work and makes more or less effective use of referral of younger and perhaps vocationally undifferentiated students to deans and faculty members in the various University schools and departments. It is their observation that many of the students seeking the services of Placement have reached that point of inaction through a relative failure to have made a firm decision as to career. Therefore the counseling and advising aspect of Placement has gradually assumed a prominent role in activities of the Service.

The subcommittee would like to call attention to a sharp contrast between a vocational advising approach by professionals available to the Placement Service through constant referral to departments of the University, with the approach of Counseling and Testing, which emphasizes psychological testing and psychologically oriented "vocational guidance" by members of its staff, without reference to industry and the professions, and without extensive referral to faculty advisers.

4. Research: In view of the pressure placed upon its present staff and facilities, there is little opportunity to do applied research on the variety, educational preparation, and personal analyses of students coming to the service, or the exact effect of counseling and an evaluation of its effectiveness, or a follow-up study of the permanence and utility of its purely placement functions.

5. The image of the Placement Service in the University community is that of placing people in jobs. It is the hope that this image can be changed so as to expand in the view of the student into a guidance and advising branch of the University, which will affect curricular plans, stimulate motivation, identify goals, and make of the undergraduate experience a series of guided steps toward a career.

6. Goals and future plans: In a memo dated September 1, 1966 sent to Dr. E. Howard Brooks, Mr. Keller has outlined his view of the Placement Service as it exists and the directions in which it might develop. It is mentioned that a placement service implies finding jobs and that the first contact with the student usually occurs during the senior year. Further, it is commented that an "unfortunate number" of students discover all too late that the data sheets from business and industry and other sources describe jobs in which they have little interest. Even more disconcerting is the discovery that a slight switch at an earlier point in time would have made opportunities not only more in line with their interests, but at the same time offer greater initial and subsequent financial rewards.

As evidence of one Placement Service goal, Mr. Keller commented that placement services have not been historically an integral part of the education process and if they had advisory contact with students this would have come certainly no later than the sophomore year. Many students have had academic advisers who are knowledgeable and sensitive to career matters, but he explains, "the plain fact of the matter, however, is that most advisers cannot spend much time with an advisee simply because they do not have the time–the adviser is often not sufficiently aware of the evolving vocational trends which are so important in advising students about careers."

Mr. Keller also believes that if students are to declare a calling, the University should become a part of the *solution* of the problem of planning a career, not a *part* of the problem, so that the University Placement Service as it now exists should evolve into a Career Planning Center. To this end, it is believed that the Center should expand its service into advising and early career planning and to take the initiative in calling career opportunities to the attention of students and alumni both for placement and for advancement.

Among the steps that need to take place are the recruitment and establishment of vocational and career advisers from among the schools and departments of the University and from alumni and from other interested groups in the local community. This corps of advisers and professionals, working in an organized plan to fashion a service, will bring to the student experienced advice in curricular planning, help in the establishment of a major field, career direction, and a realistic choice of schools for the 80 percent of undergraduates who intend to or ultimately do enroll at the graduate school level, and finally job placement.

Above all such an action would involve sympathetic professional people with the vocational life of the undergraduate, intensifying his motivation, stimulating and supporting his present and future decisions.

Mr. Keller mentions the end result of a Career Planning Center, which might replace the Placement Service, and, among other things, provide:

a. Early counseling for a career, based on a consideration of aptitudes, interests, vocational opportunities, and projections of career possibilities.
b. Early and continuous relationship of curriculum choices to emerging career goals.
c. Continuous career counseling.
d. A library of information about career opportunities.
e. Finally, specific placement.
f. Follow-up service in the form of information about opportunities for advancement.

Sub-Committee
Raymond F. Bacchetti
Judith A. Francis
Donald L. Stilwell, *Chairman*

May 21, 1968

Appendix 6 The Trancos House Experience in General Studies Advising

Thoughts and Suggestions for the Integration of Freshmen into the University Community

By: Douglas D. Davis, *Trancos Faculty Resident*
and
John D. Goheen, *Professor of Philosophy, Trancos Adviser*

During the 1967–68 academic year, the Sub-Committee on Advising of the General Studies Committee is conducting a trial program in Trancos House in an attempt to explore more effective ways of integrating freshmen into the University community and the General Studies advising program. The Registrar, the Dean of Students, and the Director of Wilbur Hall have provided valuable support to the Sub-Committee's program.

The basic approach being applied is the use of a team of advisers that is closely integrated into the residence program and the life of the students involved. The six advisers are drawn from different academic schools. Leadership and co-ordination are supplied by John Goheen, Professor of Philosophy, and Doug Davis, Assistant Dean of Students and Trancos Faculty Resident. The other participating advisers are Tag Mansour, Professor of Pharmacology, Peter Bulkeley, Associate Professor of Mechanical Engineering, James Gibbs, Associate Professor of Anthropology, and Konrad Krauskopf, Professor of Geochemistry. Bill Gorth, Trancos Graduate Tutor, Michael Roster, Graduate Associate, and John Alden, Trancos House President have also been very involved in the development and execution of the trial program.

The specifics of the program have largely developed as the year progressed and the good nature of the advisers and students has repeatedly been imposed upon by the resulting administrative confusion, but some valuable lessons and insights have emerged. While a detailed report will await the end of the year, the demands of planning for the 1968–69 academic year suggest that some highlights and suggestions for consideration are relevant at this time.

I. *The Trancos Experience*

The Trancos men were told that while they were assigned initially to a specific member of the advising team in accord with their announced areas of academic interest, they should consider all six advisers to be theirs whenever they wished to seek assistance. Any adviser could sign any student's study list. The advisers met as a group to discuss advising approaches and problems. They came to dinner during autumn quarter and ate with the students in a separate dining room. Coffee and dessert were available afterwards in the Trancos Faculty Cottage. The advisers all visited Trancos one evening during the pre-registration period for winter quarter so that they would be readily available to any interested student. Individual conferences were scheduled at that time by several students who had specific problems they wished to pursue.

Out of discussions among the advisers and graduate assistants, plans were formulated to offer an Undergraduate Special course for the Trancos men during winter quarter. A description of this course follows.

Trancos House
Winter 1968
Undergraduate Special 138

LAW, MAN, AND NATURE

Modern man is acutely aware of the problem of his own identity and his place in the scheme of things. He asks the Socratic question: "Who am I? What is the significance of my life?" There is no simple answer to this question, but in this course we shall explore certain dimensions within which the answer is to be sought. The humanistic disciplines, the human sciences, and the natural sciences are all concerned with aspects of the world highly relevant to the individual and his place in it. The course is designed to assist the student to become more fully aware of his own nature and the range of his freedom as a person in the larger context of natural law and social institutions.

The course will be offered under the direction of John Goheen, Professor of Philosophy, and Douglas Davis, Trancos House Faculty Resident. It will involve the other members of the General Studies advising team for Trancos as well. Bill Gorth, Trancos Tutor, and Mike Roster, Trancos Graduate Associate, will assist with the course, which will be composed of the following elements:

The Lectures: a series of lectures will draw on the following areas.

The Humanities: What is the significance of philosophy, literature, and religion in an individual's search for identity? Are there aspects of these disciplines especially helpful in becoming aware of oneself as an individual and as a free agent in a society?

The Human Sciences: What knowledge exists in the spheres of psychiatry, law, and anthropology which is relevant to the individual's conception of himself and as a member of the human species in a society controlled by law and institutions?

The Biological Sciences: What is the significance of biology in one's development as a person? What are the demands and limits of man's physiology? What restrictions does the environment impose on the increase in world population?

The Physical Sciences: How restricted is man by the physical order, and how does a world of physical law affect his conception of himself? To what extent does the knowledge of physical law free the individual and society?

Education: How does our system of formal education contribute to the person's identity as an individual in a social world? What significance do courses, majors, and degrees have? What is the significance of a choice of vocation in the individual's life as a person and a social being?

The Paper: Students will be required to submit a paper dealing with a theme related to the course. The paper may be done in conjunction with another course which the student is enrolled in this quarter. Details as to topic, length, and procedures for joint submission will be worked out by each student with either Bill Gorth or Mike Roster.

SYLLABUS

January 9	*Introduction* Douglas D. Davis, Trancos House Faculty Resident No assignment.
January 11	*The Humanities* Dr. John Goheen, Professor of Philosophy Assignment: Kant, *Theory of Ethics* (Selections). Available in the Wilbur Library.
January 16	Dr. Ian P. Watt, Professor of English Assignment: A selected collection of poems by Philip Larkin and Thom Gunn. Available in duplicated form in class or in *New Poets of England and America*, 2nd Selection, in the Wilbur Library or the Stanford Bookstore.
January 18	Dr. Edwin M. Good, Associate Professor of Religion and Hebrew Assignment: W. C. Smith, *The Meaning and End of Religion*. Read pp. 7–22 and 154–173. Available in both book and duplicated form in the Wilbur Library.
January 23	Dr. Ernest R. Hilgard, Professor of Psychology and Professor of Education Assignment: Hilgard, *Human Motives and the Concept of the Self*. Available in duplicated form in class and in the Wilbur Library. Recommended: G. W. Allport, *The Ego in Contemporary Psychology*. Available in the Wilbur Library and in Psychological Review, 1943, Vol. 50, pp. 451–478.
January 25	A summary discussion of the humanities with Dr. John Goheen, Bill Gorth, and Michael Roster Assignment: Review materials for the preceding lectures.
January 30	*The Human Sciences* Dr. Alan Beals, Professor of Anthropology Assignment: W. E. H. Stanner, *The Dreaming*. Available in duplicated form in class. Also: Dorothy Lee, *Lineal and Nonlineal Codification of Reality*; Leslie A. White, *Culturalogical Vs. Psychological Interpretations of Human Behavior*. Available in the Wilbur Library.
February 1	Douglas D. Davis, Trancos Faculty Resident "The Role of Law in Human Affairs" Assignment: *United States v. Holmes*. Available in duplicated form in class. Lon L. Fuller, *The Morality of Law*. Chapter 1 (and Chapter 2 recommended). Available in the Wilbur Library.
February 6	A summary discussion with Dr. John Goheen, Doug Davis, Bill Gorth, and Michael Roster Assignment: Review materials for the preceding lectures.
February 13	Dr. Tag Mansour, Professor of Pharmacology "Man's Control of His Nature by Pharmacological Agents" Assignment: to be announced.

February 20	Dr. Peter Bulkeley, Associate Professor of Mechanical Engineering, Director of the Design Division Assignment: to be announced.
February 27	Dr. Arthur P. Coladarci, Associate Dean and Professor of Education, Professor of Psychology Assignment: to be announced.
March 5	A final summary discussion with Dr. John Goheen, Doug Davis, Bill Gorth, and Michael Roster Assignment: Review materials for the preceding lectures.

In conducting this course, the adviser's role was seen in the context of promoting the integration of the freshmen into the University community by providing them with opportunities for contact with concerned faculty, for probing the relationship of the major fields of study to their own concerns, and for seeing the General Studies Program in its full relationship to the pursuit of knowledge and understanding. Some specific points worthy of comment are:

1. The class provides a vehicle for interaction between the adviser and the students. They come together to discuss a topic of mutual interest that opens up avenues for subsequent personal contact and advising. Hopefully, both parties will be more at ease in subsequent encounters.

2. The students are effectively exposed to major scholars from a broad range of areas of knowledge. This opportunity is not generally available to freshmen, and they seem to welcome the chance to see a scholar at work.

3. The theme of the class provides an opportunity to objectify one of the basic concerns of freshmen that they often tend to suppress in the back of their minds or consider to be something that bothers them alone. Here they can discuss it with faculty and each other and can come to see it in a broad temporal and spacial dimension.

4. The course allows the student to see the General Studies Program and the whole range of formal study as it relates to the role and function of an individual in society at a time of intense personal concern by the student.

5. The class assignments and meetings provide ample topics for informal discussions that go on constantly within a healthy residence. Encouragement to discuss meaningful issues is provided, and resource persons are indirectly available to provide additional dimensions to the sessions.

6. The students are exposed to a range of faculty and fields of knowledge that provide them with some valuable insights toward the selection of academic majors and vocations.

7. Because the basic responsibility for integration of the various class sessions is left to the individual within a framework that provides strong encouragement for him to think the problem through, he is presented with an effective experience in support of the idea that he is responsible for his own education. The faculty can help but the burden and the freedom are the student's.

8. There is strong administrative support within the residence structure that supports the integration of the faculty, yet the responsibility and control of the advisory program remains with the faculty and the Academic Council.

9. There is an increase in the efficiency of the use of faculty time. The time burden is spread among several persons, and each is able to use materials and approaches with which he is familiar. Yet the academic integrity of the course is assured by a member of the faculty. All administrative burdens such as duplication and distribution of assignments, and organization of the sessions are undertaken by the graduate staff, faculty resident, and the students. Non-resident faculty are involved in the residence program, and faculty who lack the time to serve as formal advisers are involved in the advising program.

Currently, plans are under consideration to promote a series of hostels and discussions during spring quarter that will deal more directly with the problems of selection of major and vocation. Use of many of the same faculty and advisers will facilitate student response considerably.

II. *Some Suggestions for Further Consideration*

Certainly, there is no claim that Trancos has achieved the ultimate in integrating the freshmen into the community and providing a solid advising program. There is much to explore and learn. To promote the evaluation of some of the potential in this area, some suggestions for further consideration were formulated. These suggestions were developed within a framework of basic assumptions that are set forth below.

1. The essence of any advising program is the relationship between the advisee and the adviser. Its primary goal should be to have each student understandably known by at least one mature, informed, older member of the academic community who will concern himself with assisting the student in furthering his educational interests.

2. There is no one advising system that will achieve the desired objectives in all situations. The preferred administrative approach is one that will allow maximum flexibility so that it can be supportive of the personalities and needs involved in each instance.

3. A high premium should be placed on allowing, insofar as is possible, the student to choose his own adviser. This reinforces both the importance of the personal relationship involved and the basic responsibility of each student for his own education.

4. There is a limited number of faculty members who have the interest and will expend the time to work with students as advisers. Even though steps should be taken to increase the attractions and satisfactions of the adviser role, judicious care must be taken to use available faculty in a manner that will have a maximum of meaning for the students with a minimum of interference with the faculty member's other professional obligations. Students, both graduate and undergraduate, as well as senior members of the administrative staff can play effective roles in the advising program. The core of the responsibility, however, must remain with the faculty.

5. The advising program for undeclared majors should be strongly oriented toward the freshman year (or first year for transfer students). It is during this period that the most opportunities can be developed to bring the student together with potential advisers in a manner that maximizes the likelihood of developing the desired personal relationship. Many freshmen will have declared a major prior to the start of their second year. Others will spend the early part of their sophomore year in Europe and will have contact with the Stanford faculty at those campuses. For the others, the best hope is to have developed an advising relationship during their freshman year that can be sustained in a meaningful manner.

6. The advising program should be residence oriented. The freshmen have opportunities for contact with Faculty Residents, Directors, Tutors, Resident Assistants, Sponsors, and other upperclass stu-

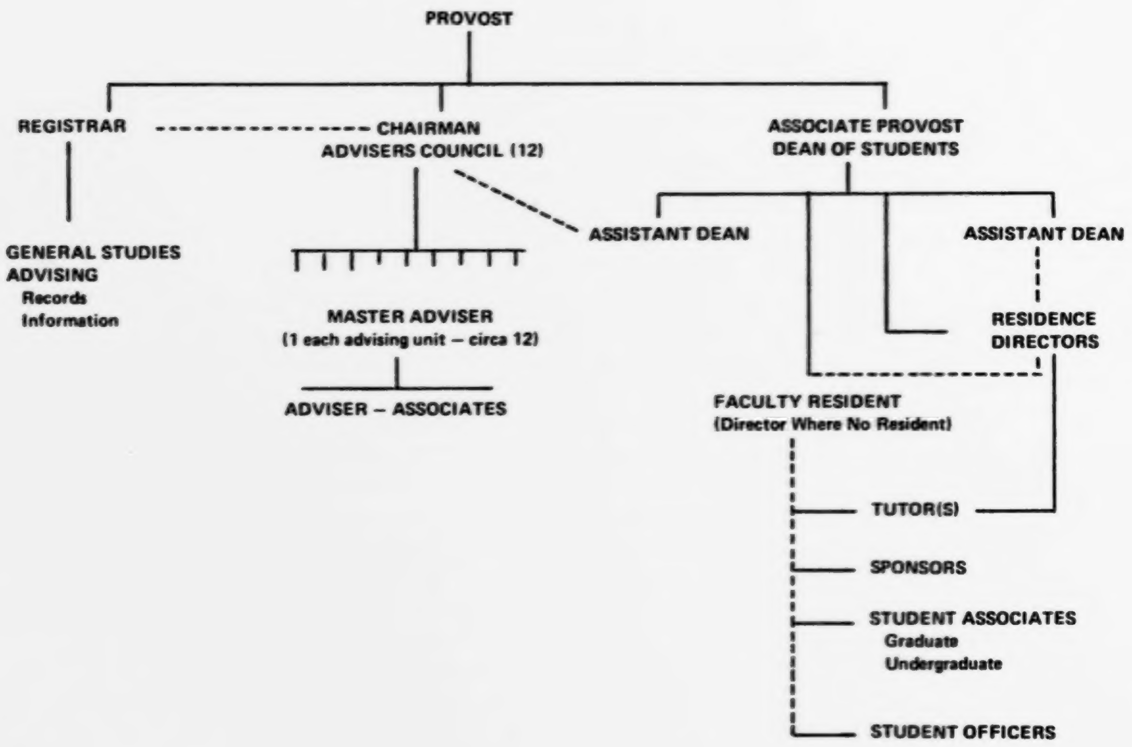
dents in the residence program and much of the present advising is done by these people. There are many ways in which the non-resident faculty who serve as advisers can be integrated into the activities of a residence and its community identity. Sophomore transfer students who have not declared a major and who are not living in residence can be associated with a residence unit and its advising program.

7. There is a substantial advantage to having a vehicle to aid in the development of the relationship between adviser and student both by supplying a reason for the initial interaction and by providing opportunities for it to take place. While the signing of registration cards can serve as such a vehicle, opportunities for the faculty member to express himself as a teacher and to pursue topics of common interest unrelated to the selection of specific courses can be of even more value. Visits at meals or blanket associate type arrangements with residence units are of little value in most cases unless they are supported by effective vehicles for faculty-student interaction.

8. The function of supplying information to students about courses, requirements, and the related mechanics of the various academic programs can be separated from the formal role of the adviser. Yet many advisers find this function to be a useful vehicle in support of their relationship with their advisees. An information system that would allow each adviser the option of participation would be of value.

9. If the advising program is to be effective, it must receive solid and enthusiastic administrative support within the residence units. The advisers must be integrated with the residence unit, and their participation in the unit's activities must be supported by the residence staff. Responsibility for promoting this integration with administrative support should be assigned to specific persons within the residence.

ORGANIZATIONAL SCHEME


PROVOST
REGISTRAR
CHAIRMAN
ADVISERS COUNCIL (12)
ASSOCIATE PROVOST
DEAN OF STUDENTS
GENERAL STUDIES
ADVISING
Records
Information
ASSISTANT DEAN
ASSISTANT DEAN
MASTER ADVISER
(1 each advising unit – circa 12)
ADVISER – ASSOCIATES
RESIDENCE
DIRECTORS
FACULTY RESIDENT
(Director Where No Resident)
TUTOR(S)
SPONSORS
STUDENT ASSOCIATES
Graduate
Undergraduate
STUDENT OFFICERS

Consideration should be given to the following suggestions for the organization and operation of the General Studies Advising Program.

1. The freshmen would be divided into advising units based on residence. Where a house or hall is primarily occupied by freshmen, this residence unit would probably be the advising unit. Freshmen living with upperclassmen would be combined in special units, such as those in two or more demonstration houses. For 1968–69 there would be about 12 units.

2. A single Master Adviser would be appointed by the Provost for each advising unit. Each Master Adviser would be responsible for the development and implementation of the advising program in conjunction with the Faculty Resident(s) and Director concerned with the students in his unit.

3. The Master Advisers would serve on an Advisers Council headed by a chairman appointed by and responsible to the Provost. The Council would plan and supervise the overall General Studies advising programs.

4. Direct administrative support for the Council and the Master Advisers would be supplied by a Director of General Studies Advising responsible to the Registrar or the Director of General Studies. This support would include secretarial assistance, record keeping, and dissemination of information. The Director would assist individual Master Advisers in the recruitment of whatever Adviser-Associates might be desired.

5. Each Master Adviser would have broad latitude in developing the program for his unit from among such options as traditional individual advising and the team approach tried by Trancos, with or without a theme, academic class, and hostel program. There is also a range of options available concerning the involvement of Tutors, Sponsors, and Student Associates.

6. The Faculty Resident (or Director) would be responsible for integrating the advising program within the residence program. In most cases, he would also be an adviser. Due to the shortage of qualified Faculty Residents, it might be wise to consider increasing the weight given to counseling and administrative skills in selection of residents for freshman residences. The Master Advisers should be consulted in the appointment of these residents.

7. The Dean of Students would supply the Faculty Residents, the residence facilities and staff, and the funding support for entertainment of students in the homes of the Master Advisers and Adviser Associates. He would also supply each Master Adviser with a personal background information card on each student, complete with picture.

8. The Tutor(s) could be used by the Faculty Resident and Master Adviser as teaching assistants in any academic classes, or the responsibility for handling the advising information program, including the actual signing of study cards, could be delegated to the Tutor(s). The Tutor(s) could also develop and coordinate the graduate associate program.

9. Sponsors could be effectively involved in many ways, such as in support of academic classes for credit, as leaders of related non-credit seminars, as advisers on specific courses and majors, and as liaison persons for individual Adviser-Associates from their respective academic areas. It might be wise to consider increasing the ratio of Sponsors to freshmen to something close to one to ten in order to provide for a better distribution of workload and breadth of involvement. Currently, Sponsors provide much of the effective advice on courses, requirements, and professors.

10. Student Associates, be they graduate or undergraduate, have many possibilities if they are effectively coordinated by the Faculty Resident, Master-Adviser, and Sponsors. For instance, each Adviser-Associate might wish to select one or more Student Associates from his academic area to complement the adviser's activities.

11. None of these approaches will realize their potential if the faculty involved fail to appreciate that the students themselves, particularly the elected leaders, are the ones who must be responsible for their own activities and their own education. There are numerous avenues by which regular residence activities can complement the advising program. A display of poetry, painting, and photography by residents can be a fine vehicle for the involvement of a humanities professor discussing his field and its relation to the students' lives.

12. Initially, each student would be assigned to a specific adviser. Depending upon the program developed by each Master Adviser, the students in an advising unit might be placed with an adviser from their field of interest who is a member of an advising team, they might be split equally between the Master-Adviser and Faculty Resident, or some other system might be used. Special provisions would be necessary to integrate the engineering and pre-medical advising programs into each unit.

13. Once the school year is underway, the students should be free to select their own advisers from among any qualified and participating faculty members. There should be a minimum of embarrassing administrative shifting involved. This is one area where the use of the Tutor(s) to handle the information function would be of special value. In most instances, the students would remain with their assigned adviser, shift to another adviser associated with the unit, or select a professor from one of their classes, such as a freshman seminar.

14. The Freshman Seminar Program can be integrated in part within the advising system. Professors teaching seminars can be encouraged to serve as Adviser-Associates or as part of a Master-Advisers program. After the freshmen know their residence assignment, they can be informed of the seminars available and of the identity of those classes and professors that would have a loose affiliation with their residence. Students would be free to request any seminar, but preference would be given to those applicants living in the residence with which the seminar is associated. If the related courses were balanced as to academic area and provisions were made to insure the coeducational composition of each group, some meaningful support for the advising program could result, as well as additional opportunities for interaction between the students and teacher involved in a seminar.

15. The use of Undergraduate Special courses, such as that taught in Trancos House, have broad and meaningful potential. They could be organized by a Master-Adviser, or the Advisers Council might develop one or more teams of faculty members who would limit their involvement in the advising program to conducting a single class session as part of a course offered in several residences throughout the year. This group of faculty could be used in place of, or in conjunction with, the advisees of a particular unit.

The suggestions set forth here point toward a very flexible and seemingly complex advising program. Yet the complexity is basically an illusion. A premium is placed on skillful administration, but much of the burden of this is placed on administrators, and effective people can be found. It potentially involves a fewer number of faculty, yet it places great flexibility and freedom at their disposal that allows for more efficient use of their time and talents. It also sees the advising problem as one that concerns the entire community, and it opens possibilities for the involvement of many campus groups without sacrificing faculty responsibility. The departmental majors advising program and pre-professional advising can be integrated with these proposals with ease and effectiveness.

III. *Suggestions for Change of the Administrative Structure in Support of the Advising Program*

It is perhaps worthy of note that at a time of increasing campus concern for the integration of freshmen into the University community, there is a corresponding increase in the variety of residential and educational alternatives available to the new students that make it increasingly difficult to develop and administer programs in support of integration. The only constant is that things are constantly increasing in complexity. We are, in fact, suffering from a mild case of administrative constipation. While the existence of this condition may not come as a surprise to the faculty and students, it is none the less painful for those of us who are particularly concerned with assisting freshmen in their search for full membership in the Stanford community.

The administrative responsibility for promoting the integration of freshmen lies with the Dean of Students and his staff. This is a logical and proper place to establish this focal point, for the Dean of Students has under his authority the most extensive and potentially effective array of resources that can be brought to bear on this problem. Chief among these is his control of the residential education program, which is closely supported by the counseling staff. The Dean develops and administers his residence programs through an Assistant Dean of Students for Residences, an Assistant Dean of Students for Counseling, and a third Assistant Dean for affiliated residence-oriented groups, such as fraternities and eating clubs.

Until the start of this year, there was a consistent type of residence program (freshman men, freshman women, upperclass men, etc.) that the Dean administered within each residence administrative unit (Stern Hall, Florence Moore Hall, Wilbur Hall, etc.). This allowed the director of each of these administrative units to concern himself or herself with only one type of residence program. For the freshmen, this meant that there was a potential for coordinated attention to their particular needs even though there was a growing awareness of the crucial importance of the individual residence unit (Trancos House, Mirlo, Donner House, etc.) in an effective residence program. Several years ago, the man responsible for the administrative unit of Wilbur Hall was also Dean of Freshman Men, and he had broad responsibility for coordinating the integration of the freshman male into the campus community. Whatever advantages this residence system may have had for coordinated administration of program units within the Dean of Students Office, it had some glaring faults in terms of educational experiences for the students, particularly freshmen.

Happily, we are in the process of integrating freshmen into other residence units and juxtaposing all-freshmen groups among non-freshmen residences. As we proceed with this type of integration, however, the directors of residential administrative units may find themselves with two, three, or even four different types of residence programs going on within their areas of responsibility. Moreover, every administrative unit may have part of one particular program unit within its area of concern. For instance, next year freshmen may live in almost every University residence on campus. Clearly, there must be some basic adjustments in our present view of the function of the residence director. He will be hard pressed to coordinate the diverse groups within his own administrative unit and will become a mental case if, in addition, he tries to coordinate all of the residence programs for a given group such as freshmen. The freshmen in the demonstration houses and in Florence Moore have gained substantial advantages from their basic integration with upperclassmen, but in some important areas, they are feeling the results of isolation from the rest of the new students and the programs designed to meet the peculiar needs of this group. If the freshmen are to be fully and effectively integrated into the Stanford community, it is essential that coordination within the residence program take place but the traditional source for this, the residence director, is becoming less and less able to perform this function.

Nor are the needs and opportunities for integration of freshmen limited to the residence program. The degree to which the freshman becomes a part of the campus community is determined in large part between the time at which he first applies to Stanford for admission and the end of the first quarter of his sophomore year. The administrative offices that may have substantial impact upon the extent of his integration during this period include Admissions, General Studies Advising, the Chapel, Freshman Seminars, Counseling and Testing, Cowell Health Center, Overseas Campuses, Associated Students, the Registrar, Departments of Men's and Women's Athletics, Freshman English, and History of Western Civilization. The University cannot, of course, be reorganized to make all of these units directly responsible to one person so that he can coordinate the integration of our new students. Moreover, there are several special counseling programs that need to be developed that must draw upon a wide range of resources if they are to be effective. Students from minority groups, deprived backgrounds, and even preparatory schools have special needs that can be served by well coordinated programs. For instance, many of the problems that concern freshmen with strong athletic interests can be alleviated in this manner.

Consideration should be given to the appointment of a staff member of the Dean of Students Office who would have primary responsibility for promoting the integration of freshmen into the Stanford community. He would have no line authority over any of the administrative units involved in this effort, either within or without the Dean of Students Office. The position would involve the coordination of efforts of existing offices in determining the needs of the new students and in developing the most effective means for meeting them. This person would play a vital role in determining the effectiveness of the General Studies Advising Program in support of the overall goal of meaningful integration of the new students into the University.

Appendix 7 Effective Counseling and Guidance

By: Lauress L. Wise,
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Abstract

The paper reviews the advising, counseling, and career guidance procedures for engineering undergraduates at Stanford University. A Career Planning Center that would combine advising, counseling, and placement functions is suggested. Purpose is to make these now separate functions more meaningful to students.

When I accepted this assignment some six months ago, I was confident that I had the knowledge of the subject that would result in an effective presentation. This was based on six years of experience in counseling and advising students at all levels in engineering at Stanford, particularly freshmen and sophomores. In addition, for the past five years I have participated in a research project on Stanford's undergraduate engineering students with Dr. Harold A. Korn, a psychologist who is Associate Director for Research of Stanford's Counseling and Testing Service.

Recent events, however, have evidenced an attitudinal change in many college students. This obviously has been developing for some time. The assumption that creating an effective dialogue can bridge the generation gap may no longer be valid. New methods need to be developed to permit a student to set his goals, to adjust to his environment, and to establish his role in life. This can be accomplished by establishment of a Career Planning Center that combines advising, counseling, and placement functions.

The concept of such a Center is not mine. It was developed in an unpublished paper by Dr. Harold A. Korn of Stanford's Counseling and Testing Service. It was also suggested independently earlier this year by a Stanford faculty committee, chaired by Professor Ralph J. Smith, that was charged with a review of Stanford's undergraduate engineering program.

To give an understanding of the functions to be combined in the Center, I will describe the present functioning at Stanford of the three elements that would be combined. These are 1) academic advising by faculty, 2) the Counseling and Testing Service, and 3) the Placement Service. Perhaps such a review will be useful to people from other schools in comparing similar functions at their schools with those at Stanford.

Academic Advising by Faculty

At Stanford all faculty members are expected to participate in advising. A good number of them advise undergraduates. Some confine their efforts to graduate students, more specifically, to doctoral research students. As this latter group of students have, by and large, committed themselves to a field of interest, these remarks will be confined to undergraduate advising.

Freshmen entering Stanford can declare engineering as their major field and be assigned an engineering faculty member as their adviser. They do not specify a field of engineering on entrance.

All Stanford freshmen must live in a University dormitory. Engineering freshmen are randomly distributed throughout the dorms available to freshmen. One or two engineering advisers are assigned to each living unit and advise engineering freshmen from that living unit.

Academic advising of freshmen is usually accomplished during regular office hours. Faculty members are encouraged, however, to eat meals in the living unit on an occasional basis or on a regular once-a-week basis. Purpose is to develop rapport between advisers and advisees so that academic advising can be more meaningful. This also encourages many freshmen to consult advisers on other problems, both personal and career oriented.

At the end of their freshman year, engineering students are expected to select, at least tentatively, a specific field of engineering. Each student is then assigned to an adviser in his field of interest. The student will keep that adviser until graduation, unless he changes his major. A student can at any time request a change of adviser if he feels he can relate better to another faculty member who advises undergraduates in his area. Students may also have advisers changed if the original adviser is on leave.

The advisers of upperclass students also have meal privileges. They can take advisees to lunch once a quarter either in the Faculty Club or off campus. Advisers can, also, invite advisees to their home for dinner. In either event, advisers are reimbursed. Again, the purpose is to develop better rapport. Not all advisers and not all students take advantage of these meal privileges; however, those that do believe the experience is worthwhile.

New advisers are given a detailed briefing by an experienced faculty member. Freshman advisers meet as a group once a year. Departmental, or upperclass advisers teach undergraduate courses in their field. They also participate in departmental staff meetings where curriculum changes are discussed. In this way they are able to keep up-to-date with everchanging requirements.

Faculty advisers are provided with several forms of resource materials. They have the usual University bulletins. In addition, the University has an *Adviser's Handbook* that provides information on undergraduate advising, student services, committee policies, and administrative procedures within the Registrar's Office and other offices of the University. The School of Engineering has an *Adviser's Manual*, which covers the specific details of academic advising and program planning for undergraduate engineering students.

This advising program is primarily aimed at program planning. I suggest, however, that it doesn't go far enough for the needs of today's students. The greatest complaint by students is that the advisers are not knowledgeable enough in the areas of course requirements and registration mechanics. Certainly, advising materials are available. This points up a major flaw in the system. Not all faculty members are good advisers, particularly at the undergraduate level, even though they may be proven scholars, good teachers, and creative researchers.

As one possible solution, the Smith committee report previously referred to had this recommendation, which has been approved by the Stanford engineering faculty:

> We recommend that undergraduate advisers be selected from those who are willing to accept the obligations of this important function, that every effort be made to improve the matching of student to adviser, and that periodic feedback on advising be made available to each adviser.

A recent survey of upperclass advisers and seniors showed some of the shortcomings of the Stanford system. Advisers have regular office hours, yet 13 percent of the seniors reported they saw their adviser only once a year, 43 percent once a quarter, and 44 percent twice or more a quarter. The advisers estimated the percentage of students they saw once a year at 36 percent, once a quarter at 37 percent, and twice or more a quarter at 27 percent. As more than 50 percent of the students see their advisers only at the prescribed registration periods, it seems that effective rapport cannot really be developed. Further, few advisers see their students at lunch or at their homes.

On the other hand, most students find their advisers readily available, most are willing to ask their advisers for a recommendation to graduate school, and two-thirds feel free to discuss non-academic problems with their advisers.

On the part of the advisers, most said they would enjoy a closer rapport with students. The advisers set aside an average of five hours a week for office hours, which should be ample.

Most advisers and students agree that, in addition to program planning, discussions are held between them about graduate school opportunities and employment or career possibilities. Thus, the advising function at Stanford most definitely goes beyond program planning. Some advisers are very effective in these areas.

There are other services available in the University that can be of definite help to students. Some advisers refer their students to these other services; on the other hand, some students take the initiative. A good number of students, however, do not make use of these other services.

Counseling and Testing Service

Stanford's Counseling and Testing Service provides students with assistance in career planning as well as in psychological counseling. Severe problems in this latter regard are referred to psychiatrists in the Student Health Service. This paper is concerned primarily with the career guidance aspects.

Included on the staff are vocational counselors and occupational information specialists as well as clinical psychologists, psychometrists, and reading specialists. The University *Adviser's Handbook* suggests that faculty advisers can find the Service useful in the following career guidance situations:

> 1. With students who express doubts that they are preparing for the vocation for which they are best suited; with those who have not yet chosen a major or a vocation and who want assistance in doing so; or with those who merely need some objective reassurance about their choice.
>
> 2. With the student who may not doubt his choice but whose academic work or other factors make the adviser wonder if he is in the proper field.

Other efforts of Counseling and Testing concern study habits, reading skills, motivational improvement, and emotional problems.

Use of the Counseling and Testing Center by engineering students for career guidance is spotty. It appears that most engineering students do not use the service; some are not even aware of it; yet every incoming freshman has a battery of test results on file.

Placement Service

Perhaps the least exploited career guidance service at Stanford is the Placement Service. Students generally do not become aware of the possibilities in this area until they are looking for a job. This, of course, is the primary function of Placement; yet the service is available for career guidance, and extensive resource material is available.

Career Planning Center

As suggested earlier in this paper, a Career Planning Center has been proposed that would combine aspects of advising, counseling, and placement. The Smith committee had the following to say about such a Center:

> It is proposed that there be established a Center to provide a place where students can congregate, communicate with faculty members, and take advantage of a variety of experiences that will help them to make wise decisions in academic planning. Functions appropriate to this Center include advising, counseling, and placement. Traditionally, these functions have been widely separated, but in fact, they are different facets of a single process–preparation for life in a complex world.

The report goes on to say that students have only a vague idea of the relation between their academic programs and their lifetime careers. The Center would focus on the needs of the developing student in this regard.

I would also like to quote liberally from the unpublished paper by Dr. Harold A. Korn, which I previously referred to. He has the following to say about such a Center.

> One key concept in this proposal is integration or coordination. Rather than approaching these three areas of functioning as discrete, it is desirable to view them as different facets of a single process. This process can be described as the development of a set of strategies that the student can use in organizing a career plan for himself. This career plan is quite different from a narrow decision about job choice. A career plan is an integral part of a total life style. Because a career so much determines life style, the student should be encouraged to learn about the alternatives that are open to him.
>
> Another key concept in this proposal is the conscious effort to make the student's encounters with the process of advising-counseling-placement an educational experience. Rather than advising being

just an exchange of information, the student can be encouraged to learn something about his personal style of decision making. Does he passively seek advice and encourage others to make decisions for him? Does the student see any connection between the program he has elected and his future career goals? Once questions of this nature are posed in the advising context it is very natural to see how easily this blends with the goals of a counseling relationship; broadly speaking, counseling has the goal of helping the student define who he is and what he wants from his life.

Once we conceive of the advising and counseling facets of this process as an educational experience, then placement becomes both an opportunity to implement what has been learned and, also, an opportunity to further explore the educational implications of this career planning. Both the concept of the integrated nature of the advising-counseling-placement process and the emphasis on the underlying educational nature of this process serve to emphasize the importance of the student as a developing individual. At the present time there is no individual or organization which takes responsibility over the four-year life span of the student to help him achieve an accurate picture of himself as an individual preparing for life in an extremely complex world.

Part of the overall goal of such a Center would be to develop a program (speakers, simulated work experience, field trips, discussion groups, summer placement, etc.) which would bring home to the student the interrelationship between technology and the human condition. Through such encounters with the real world, students can come to appreciate the range of interpersonal and technical skills which are required for the successful pursuit of a career.

While the primary responsibility of the Center will be to meet the needs of students with respect to para-academic education, the Center could also have an impact on the teaching of the academic curriculum. This would come about indirectly, but one task of the Center would be to involve faculty in a variety of capacities. These para-academic experiences with students would indirectly affect the teaching process.

For example, rather than having faculty serve only as traditional academic advisers they could take part in some aspect of the ongoing program of the Center. During each year faculty could be expected to be available for informal discussion or to take part in a simulated work experience for a designated number of hours. Some individual faculty members may wish to take a quarter off every few years and become more fully involved in understanding the advising-counseling-placement process through active participation. Graduate students and upperclassmen would also be encouraged to participate actively.

Details of a Career Planning Center have not been worked out. One possibility is that it be located with or near the Placement Service so their resources would be available. Psychologists and/or career counselors from the Counseling Service should be available on a regular (eight-hour-a-day) basis. Faculty members sincerely interested in advising should also be regularly involved.

Students could be asked to take one quarter unit a year at the Center, or they could be asked to spend, say, five to ten hours a term at the Center for no credit. Perhaps it would be far better to make use of the Center completely optional and to make the Center so viable and effective that students would be drawn to it naturally.

All of the services to be provided by the Center are presently funded to a degree at Stanford, yet the Center would obviously involve a budgetary increment. Effective administration is necessary to keep budgets within resources and to make sure that added functions continue to be effective.

The advising system at Stanford and the suggested Career Planning Center may not be applicable at other schools. Some of the ideas suggested in this paper might, however, spark a plan of action for other schools, including junior colleges.

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Los Angeles, California

Appendix to the Steering Committee Report

The Provision of Psychological Services

By: John D. Black, Director,
Counseling and Testing Center

We have studied with interest the report of the SES Committee on Advising and Counseling. We certainly share with this committee a deep desire to see improvement in both these activities at Stanford. There is no doubt that student personnel services here have for many years been handicapped by a lack of adequate support, and it is heartening to find the Study of Education taking a sincere interest in them.

We do, however, have strong convictions that some of the specific proposals made by the Committee on Advising and Counseling would result in a deterioration of services to students, and we would like to suggest some possible alternatives to the administrative and structural changes which the committee recommended.

Rationale for a multi-purpose counseling center. The committee proposes to transfer two of the major counseling activities now performed by the Counseling and Testing Center to separate agencies–vocational counseling to a new Career Guidance Center combined with the Placement Service, and counseling for emotional and personal problems to the Cowell Health Center.

This is a regressive proposal, since the entire thrust of development in the counseling field has been toward the centralized multi-purpose counseling facility, often combining services formerly rendered by separate agencies. When the Stanford Counseling Center was established in 1950, there were perhaps a dozen such services; now more than three-fourths of all institutions of higher learning have established central counseling agencies.* The Center here has served as a model for many of these and has been nationally recognized for its contributions to counseling training and practice.

There are excellent theoretical and practical grounds for the centralized facility. From the student's viewpoint, it is a relatively non-threatening place where he can go and find someone interested in him as a human being–not him as a student in a certain class, or as an advisee, or as a person with some specific problem. Its functions are so diverse that he has no need to conceal his having gone there. And if his problems are many and confusing he need not be concerned with selecting for discussion one that is appropriate to a particular agency's function.

One problem inherent in decentralized services is that they force the student to pigeonhole himself, to decide on his own, without professional help, into whose bailiwick his problem falls. If he doesn't do that effectively, he must be sent from one office to another and may well acquire the feeling that he is getting the run-around and that nobody is really interested in helping him. Quite a few students seeking help say, "I don't know what my problem is," or even, "I don't know if I have a problem, but . . . " However, what is more common and more germane to the issue is that many students come thinking they have one problem which turns out, on examination, to be a symptom of another, quite different problem. Indeed, one could say that sometimes the whole goal of counseling is to assist the student to see what his problem really is.

From a professional standpoint, the general service makes sense because whether you're talking about learning problems, vocational choice, poor study habits, alcoholism, depression, loneliness, roommate troubles, or lack of motivation, the same basic background of psychological knowledge and many of the same skills and techniques are necessary to provide competent professional help. Each may also require special knowledge and experience, which is exactly why it is so beneficial to have a

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*Ninety-six percent of institutions with more than 10,000 students have counseling centers. Oetting, E. R. *Problems and Issues in College Counseling*. U. S. Office of Education, 1967.

center in which clinical counseling and educational psychologists may share their special skills and knowledge with each other.

There are other practical advantages in the larger centralized service. Recruitment of professional counselors is more difficult if they must work in agencies dominated by other disciplines. There are also advantages in scheduling flexibility, in providing for emergency appointments, in stability, in accumulating relevant information. A junior may not see the same counselor he had as a freshman, but there is some comfort in coming to the same place, and the tests and notes from his earlier discussions of careers may contribute to a quicker resolution of his ambivalence about an impending marriage.

Finally, the graduate training program in counseling psychology in the School of Education requires an agency directed by psychologists to provide supervised training in counseling for a wide range of student problems. The present center is one of a limited number approved by the American Board for Counseling Services, Inc., the professional accrediting agency.

Vocational counseling and placement. Aside from the compelling arguments for the general counseling facility, there are some serious obstacles in the specific proposals that career counseling be associated with placement. Such a suggestion reflects a simplistic view of the process of vocational choice. All the recent work in vocational psychology emphasizes the very early and subtle beginnings of the process of choice, starting in the third and fourth grades, and the extreme complexity of it in our society. The vocation has become an expression of the total personality and the process of choice is a long-range one that depends more upon self-knowledge than upon vocational information, particularly in a talented and versatile person.

It is true that getting a job is a kind of end step in the long choice-process, though the first job may actually be quite intermediate. That first real job will be sought by most of our seniors only after a few years of graduate school, service in the military or the Peace Corps or VISTA.

The obvious trend in our student population is to defer vocational decisions longer and longer. Fifteen years ago, about 85 percent of our clients came for vocational counseling; now the figure is 58 percent, and a substantial number of those merely include the vocational as one of several problems they want help with. Even most of those who bring up vocational issues are not contemplating early entrance into the job market. For our seniors, then, job placement is far less relevant than it has ever been, and to make the placement service the locus of vocational counseling makes little sense.

For most Stanford students, the process of vocational counseling includes help in choosing graduate and professional schools, a function which falls into the area of educational planning–a traditional activity of counseling psychologists, not of placement officers.

One objection to switching vocational counseling to a separate agency is that vocational indecision frequently turns out to be an expression of other problems, e.g., lack of self-assurance, confused identification with parents, etc. Similarly, academic problems–"I'm not doing well" or "I don't seem to have any motivation to study"–sometimes turn out to be expressions of improper vocational planning. The counseling psychologist is useful because he looks at the student as a whole person and does not necessarily accept his initial statement of the problem as definitive.

A vocational counseling service aimed at undergraduates would not be very visible if added to the present placement functions. Last year, the Placement Service arranged about 8,500 interviews for employers–far more than the combined interview totals of our services and the Cowell Psychiatry Clinic. The public nature of this function is bound to color the whole image of the service, and the insistent demand it imposes will always tend to preempt the time and facilities of the service. Furthermore, last year fewer than 400 of the 2,750 registrants in the Placement Service were undergraduates. The service is geared and oriented to serve graduate students and alumni and rightfully so, since these are the persons entering the job market; our undergraduates are not.

In its present form, the proposal for the career center presents numerous practical problems. Placement officers are not professional counselors; they do not have the background in personality theory, psychometrics, counseling theory and method which is required; they may be skilled interviewers but the interviewing techniques are differently focused than those of a professional counselor. It would be an uneasy marriage with few gains. If you could find first-rate counselors to take jobs in a placement-oriented center, you would at best be setting up a counseling division and a placement division, and in that we see little advantage to the student over separate agencies so long as they cooperate.

The fact is that vocational counseling and placement are very different activities performed by people whose training and interests and professional identities have little in common. To expect the same office to perform both functions is as logical as expecting your ophthalmologist to hand you your new spectacles or the internist to mix your prescription.

Psychological counseling and psychiatric services. There are also some serious difficulties in attempting to make a psychiatry clinic, particularly one located in a medical center, the locus of more general counseling activities. On pragmatic grounds, it is still very difficult for a psychiatric service to attract students who do not see themselves as seriously disturbed. Many students avoid psychiatrists because they know application forms or security investigators sometimes inquire about such matters. Others avoid them because they cannot admit to themselves they are "psychiatric cases" or because they feel their problems aren't really serious enough to "waste" a psychiatrist's time. Where, then, can they go if all counseling psychologists work in the psychiatry clinic?

Among students who seek counseling–even those who would readily go to a psychiatrist for help appropriate to his skills–the majority of problems presented are outside the usual psychiatrist's domain of competency and interest. These are problems related to the learning process–poor study habits, lack of motivation, erratic performance–or problems of interpersonal relationships which do not seem sufficiently pathological to justify psychiatric attention–conflicts with parents, roommates, fiancees; lack of friends–or moral, ethical and other value questions. It would be very difficult for a psychiatric clinic to reach these students.

Table 1 shows the responses of students coming to the Counseling Center on a checklist describing the nature of their problems. It will be immediately apparent that many of these problems are not characteristically brought to a psychiatry service. The tendency for presenting problems to overlap is also evidenced by the fact that eight out of ten students check more than one item.

Table 1

N = 200 Students, fall and winter 1967–68

Question: What brings you to the Counseling and Testing Center?
(Check any that apply.)

Item	*Percent*
Personal questions	26
Social questions	8½
Vocational questions	58
Choice of major	26½
Study habits	12
Effective reading	9½
Freshman tests	33
Other	10½

Referral to a psychiatrist is often more difficult than to a counselor. Most faculty members and dormitory personnel who have referred students to us have, on some occasion or other, said, "I think this student may be disturbed enough to see a psychiatrist, but he won't go, so I'm sending him to you." Scores of students every year find it necessary to use some "acceptable" question like "I need some help with my study habits" or "I want to find a new major" as an entree to discussing more complex and threatening personal and emotional dilemmas.

On less pragmatic, more theoretical grounds, a good case can be made for minimizing rather than magnifying the relationship between medicine and professional help for intrapsychic and interpersonal problems. The thrust of recent theoretical and research developments in psychotherapy is away from a disease concept, and a major effort is being mounted to free therapeutic activities from the historic medical model. The old diagnostic categories which psychiatry spent years refining have been largely discarded, particularly in non-hospital settings. The movement is toward treating the problems which a client brings in terms of learning theory, or as existential dilemmas, or with group techniques, desensitization, counter-conditioning, etc., and thus the relevant contributing disciplines are psychology and philosophy rather than medicine. It would be much more consonant with this trend to propose that some of the health service psychiatrists be attached to the counseling center.

Some people are troubled by the fact that there is some inevitable overlap between the kinds of problems treated in a campus psychiatric clinic and the centralized counseling center. Actually the overlap is more apparent than real because there are differences in philosophy and method, which mean that the counseling or psychotherapy students receive at the two agencies is often quite different. Such a situation is actually constructive because not all students respond to the same approach. Indeed, students are also influenced by the personality of the counselor, which makes it advantageous to have a number of counselors working together in any setting so that clients can be shifted when appropriate from one to another.

The differences in philosophy and approach are subtle but important: the counseling center is concerned with the process of normal character and personality development and seeks to help students achieve maximal growth without undue personal stress. It is thus concerned with all students and with the environment in which they live and learn. This philosophy makes counseling a part of the educational experience and the counseling center a resource for helping students integrate their intellectual and personal development.

Summary and suggestions. We believe strongly that a general, multipurpose counseling service, to which a student may appropriately bring any intrapersonal or interpersonal problem and where the process he undergoes is directed to helping him change his own behavior or increase his understanding of himself, is much more consonant with all that has been learned in recent years about personality development and behavior modification and is also responsive to the needs of students as the world situation and educational demands place them under increasing pressures.

A large center with a good staff drawn from a variety of relevant disciplines can also relate to groups of students and faculty in constructive ways. We have, for example, attempted to maintain some relationships with both alienated and activist groups of students by employing at least one qualified psychologist who had the interests, values, and personal style which elicited the confidence of these students. We have worked with groups of faculty on programs designed to improve their skills in leading classroom discussions. Such programs require a sizeable staff closely related to the academic mainstream of the institution.

Career information. The committee has pointed out a lack of systematic attention to providing students with lectures and discussions about various vocations, panels of referral sources for vocational information, part-time and summer job placements related to students' particular vocational dilemmas. We would certainly support the establishment of a "Career Information Center" to perform these functions, either within the present placement or counseling services or as a separate but jointly-supported venture. Such a center might absorb the present vocational information library and the college catalogue and directory resources of the Counseling Center (currently being used by 300 students per month) and the company brochure files of the Placement Service. In addition to functions already mentioned, it should be charged with the responsibility for developing new information about graduate and professional schools.

The office might be headed by a director, who need not be professionally trained but who should have unusual skills in working with students and eliciting cooperation from faculty. It could be staffed by a representative of the Placement Service and one from the Counseling Center, each devoting at least one-quarter time to the agency. The balance of the staffing would be drawn from students, and there should be a Student Advisory Committee to monitor and actively guide the operations. Such a center would probably require about 1500 square feet of floor space for an informal library, a seminar or meeting room, and offices.

Through its direct liaison with Placement and Counseling, it would improve working relationships between these two services and through its heavy reliance on student participation provide a channel for the continued expression of changing student needs in the area of educational and vocational planning.

Institutional research. We are encouraged by the proposal for an institutional research facility, having sought unsuccessfully for many years to elicit administrative support for such research within the Counseling Center. We believe that such an office should be a part of, or closely allied with, some agency charged with responsibility for the initiation and development of programs for the improvement of undergraduate education and the enhancement of the personal and intellectual growth of students.

In addition to a staff of its own, such a center should have a budget that would permit it to draw upon the talents of faculty members, Counseling Center personnel, and outside consultants in developing programs and planning and executing methods for their evaluation. This office might also constitute a logical base of operations for the new Faculty Fellows.

The office should be responsible to an advisory committee drawing its membership from a wide spectrum of the University community, including students, of course. One of the problems in staffing an institutional research office at a university like Stanford is that much of its time must be devoted to what is called applied research, while rewards and prestige are largely reserved by the academic disciplines for research which has widespread theoretical implications. It is important, therefore, to involve relevant faculty members early in the formulation of projects, since they can often be planned so they do have relevance to theoretical issues.

Financial support. Finally, we would suggest that whatever may be done to improve the services to students requires an honest recognition that the University must make a greater financial commitment to the student personnel services. It is naive or deceptive to think that by mere reorganization of services one can achieve significant improvements in the absence of additional, well-qualified staff. Salary schedules for professional personnel at the doctoral level are not competitive with other institutions or with comparable faculty positions at Stanford.

The high level of intelligence and awareness of our students requires counselors who are not only professionally competent but who are intellectually able and broadly educated. Furthermore, if they are to contribute freely the insights gained from their intimate contact with students and the knowledge and skills of their disciplines to faculty and administrators concerned with the improvement of education, the counseling staff must feel a parity with these groups, which can only come with more adequate support.